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AUTHOR Cooney, Sondra; And Others
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ABSTRACT

This directory is a by-product of a study to meet the needs of educators for information on suspension alternatives. The materials, which do not evaluate or identify exemplary programs, describe operating procedures, identify persons who may be contacted for more information, and provide program information based on descriptions submitted by program staff members. In addition, general program types and program activities are described. Suggestions from program personnel about planning disciplinary alternative programs are listed. Problems encountered in these programs are noted and key elements of successful programs are described. Program descriptions from 29 states are presented in detail. (JAC)

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DIRECTORY OF IN-SCHOOL ALTERNATIVES TO SUSPENSION

Sondra Cooney
Patricia Adkinson

with

Sara B. Wagner
Richard B. Chobot
Raymond Ocel

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Donald J. Senese, Assistant Secretary

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Marc Tucker, Associate Director

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This directory was prepared from responses to questionnaires distributed to the projects described in the following pages. The authors appreciate the full cooperation of the project staff members who completed the questionnaires. Please note that some program modifications may have occurred between the entry approval date and the date of publication.

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FOREWORD

During the 1976-77 academic year, the then-Office of Education (OE) received numerous letters about the large numbers of suspensions administered in elementary and secondary schools. The extent of the suspension situation existed in large and small, as well as urban and rural school districts. The OE staff were asked whether the Federal government could assist school systems in alleviating this situation.

In the summer of 1977, the Assistant Secretary of Education established a Student Suspension Committee comprised of senior Federal education officials from several OE bureaus and agencies. The committee's role was to coordinate the reevaluation of Federal efforts designed to reduce suspensions. Oliver Moles, the representative of the National Institute of Education, proposed to conduct a number of knowledge-building and dissemination activities on factors influencing suspensions and alternatives in the school. I joined Moles' staff in Fall 1977 to manage those activities.

While reviewing research on suspensions and speaking to educators about innovative practices schools were using in lieu of out-of-school suspensions, Moles and I discovered some interesting in-school alternatives. At first we thought that these were probably little known programs operating only in a few select school districts and possibly the offspring of larger alternative school programs that flourished in the 1970s. But after talking to teachers and administrators around the country, we soon realized that many different types of these programs existed, all possessing a history and structure of their own. Therefore, we decided that a closer examination of these programs would be a useful contribution of the NIE in helping to solve suspension problems in American schools.

Since reviews of the research literature demonstrated that in-school alternative to suspension programs had received very little national discussion, there was clearly a need to bring into public view the little information that did exist and to encourage other individuals to come forth and share information that we had no way of knowing about. We believed that the most constructive way of achieving those aims would be to convene a national meeting to discuss these alternatives and for directors of a variety of alternatives from across the country to share with the NIE and the interested public the history, philosophy, and day-to-day operations of their programs.

NIE conducted the conference in April 1978 in Washington, D.C., and the response was overwhelming. There were more than 800 attendees—teachers, parents, school administrators, lawyers, and staff members of organizations representing the special needs and rights of students. During the conference it became clear that in-school alternatives were more widespread than we had thought. Project directors from all sectors of the country were present—including representatives from a program in Hawaii that had a very detailed brochure on short-range alternatives, suspension data broken down by many categories, and well-articulated referral procedures for the

in-school suspension program--an indication that these programs were not as young and unfamiliar as many of us had been led to believe.*

Beyond its immediate benefits to the participants, the conference helped the NIE to formulate a detailed research design for a two-year exploratory study on eight varieties of in-school alternative to suspension programs. Also, we believed that school officials around the country might benefit from a document that described some of the different kinds of programs operating around the country. The result is this directory, prepared by the staff of JWK International. It was prepared using responses from questionnaires, telephone and personal interviews, and meetings with project directors and staffs of almost 100 in-school suspension programs around the country. However, keep in mind that these programs were surveyed during the 1979-80 academic year, and because of the tenuous and temporary nature of funding patterns, a few may not be in existence now.

The purpose of the directory is to provide administrators, teachers, parents, and others with a sampling of diverse programs. As you will notice, in-school suspension programs vary and are known by a variety of names. All of the programs described responded to JWK's random survey of more than 450 programs and gave permission to publish their descriptions. However, a program may be included regardless of whether or not it is outstanding or "special." Each may be exemplary from the perspective of its staff, but it is not for JWK or the NIE to make that determination. The intent is to inform school officials about existing programs. Many educators may be quite surprised to learn that programs are operating in their own locales, and we hope such instances may help to induce communication among projects and school districts.

I am grateful to all of the school districts and in-school suspension programs that permitted us to publish this material. Their cooperation has been complemented by the intensive efforts of the staff of JWK, especially Richard Chobot, Sondra Cooney, and Pat Adkinson who followed up mail questionnaires with phone and personal interviews in order to write concise and informative program descriptions. I hope that many people will benefit from this directory and that it will help schools to find more constructive remedies to replace the practice of suspending students out-of-school for minor infractions of school policy. There is still a great deal of work to be done in this area. The only way that American education will find solutions will be through meaningful communication and cooperation among educators, parents, and students. I hope this book will start that dialogue and spark more interaction among those persons.

Antoine Garibaldi
National Institute of Education

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* Single copies of the conference proceedings (Garibaldi, A.M. ed.) are available free from the NIE. Multiple copies may be purchased from the Government Printing Office (Stock No. 017-080-02038-6).

INTRODUCTION

National concern about discipline in the schools increased dramatically in the 1970's. In survey after survey, parents, teachers, and the general citizenry ranked discipline in schools as a major problem. Congressional committees held hearings on violence in schools, and Federal legislation mandated major research efforts on such topics as violence and vandalism. Judicial decisions affecting traditional disciplinary measures of suspension and expulsion stimulated experimentation with alternative programs designed to keep students in school. In an effort to explore program activities and experiences of nontraditional disciplinary actions, the National Institute of Education (NIE) held a conference on In-School Alternatives to Suspension in April, 1978. A report of the conference (Garibaldi, 1979) summarized issues in discipline, presented a typology of alternative programs, and highlighted eight diverse programs in the nation.

These eight programs and other in-school suspension alternatives are a reaction to real and perceived problems in traditional disciplinary practices in education. Statistics collected by the Department of Health, Education and Welfare's Office for Civil Rights (OCR) during the 1972-1973 school year and reported by the Children's Defense Fund (1975) indicate that as many as one in every twenty-four students--one in every thirteen students at the secondary level--has been suspended at least once. Further analysis of the OCR data by the Children's Defense Fund and the University of Michigan's Project for the Fair Administration of Student Discipline (1975) demonstrated that disciplinary referrals and suspensions are disproportionate by sex, racial/ethnic group, and family income level. Preliminary findings from current research also suggest that students from single parent families may also be disproportionately referred, suspended, and expelled (National Association of Elementary School Principals, 1980).

Consequences of suspensions and expulsions differ and may result in both immediate and long-range effects. Loss of instructional time, while undesirable for any student, may be particularly devastating for students experiencing academic difficulties. Isolation from peers and personal feelings of rejection and failure may encourage students to drop out of school. Decreasing parental and community support and a loss of state aid based on average daily attendence figures may directly affect educational programs for all students. Finally, society may experience an increase in day-time juvenile delinquency and crime and the potential for increased social welfare costs associated with unskilled and unemployed citizens.

In-school alternatives to suspension are designed to counter many of the negative effects of suspension. Instructional time may continue without interruption, and special academic help can be provided as needed. Counseling services for students experiencing personal, academic, or behavioral difficulties can result in behavioral change, an improved self-image, and greater self-discipline.

However, in-school suspension programs may not resolve all issues associated with discipline in schools. Problems concerning individual classroom and school practices and policies, disciplinary responsibility,

and such legal issues as due process, segregation, and informed consent may require other modifications to existing programs or completely new strategies.

Preparation of the Directory

The Conference on In-School Alternatives to Suspension highlighted a need for more widely disseminated information on alternative efforts to improve coordination, assessment, and modification of discipline systems in schools. Since the conference, other organizations and Federal programs (e.g., American Association of School Administrators, Emergency School Aid Act, Law Enforcement Assistance Administration, etc.) have offered incentives to schools and districts to encourage implementation of in-school alternative programs.

In 1978, the NIE contracted with JWK International Corporation to study the history, philosophy, planning, implementation, and evaluation of eight in-school alternatives to suspension to help provide information to assist in the assessment, modification, and implementation of such programs.

This Directory of In-School Alternatives to Suspension Programs--which is one product of this study--is an effort to meet this need. The directory does not evaluate or identify exemplary programs. However, it does describe operating programs, and it identifies people who may be contacted to share information and experience. All of the program information in the directory is based on descriptions submitted by the program staff themselves. No systematic sampling techniques were used. Programs or people identified by associations, national conference participants, state departments of education, and experts in the area of discipline were contacted. It is likely that other fine programs were overlooked. The timeliness of the information may also vary as programs do change to adapt to local conditions. Program descriptions are applicable to the 1980-1981 school year.

Nonetheless, we believe that the directory contributes valuable information on alternatives to suspension. We hope that it will assist educational leaders who must determine the utility of suspension and expulsion alternatives for their schools.

Data Collection

Information for the directory was collected through a Program Description Questionnaire prepared and distributed by JWK International Corporation. The questionnaire sought information on the background, history, program philosophy and goals, the organizational structure and program operation characteristics, and general information and comments about in-school suspension. The questionnaire contained 36 questions.

Program coordinators responded to statements of characteristics based on a typology of in-school alternatives to suspension developed by Antoine Garibaldi (Garibaldi, 1979). The index is organized by these program types and by program activities as defined by the following descriptors:

Program Types

Alternative School. The program is an alternative school operating within or outside the district with the support of public or private agencies. It is located off-campus, provides conducive learning environments, and consists of committed staff persons who provide the motivation for students to complete their graduation requirements.

Counseling Services. The program functions primarily as an extension of counseling services. Students may be assigned to the program for specific offenses, or they may refer themselves for counseling.

In-School Suspension Center. Students are assigned to the program for specific offenses which otherwise would have resulted in suspension or expulsion.

Ombudsperson. A person who serves as a conflict mediator and liaison between students, their parents, and building/district staff.

Positive Alternatives to Student Suspension (PASS) Adoption. The program is modeled after the PASS Project in Pinellas County, Florida, which was approved by the Joint Dissemination Review Panel, U.S. Department of Education, as an exemplary project, worthy of dissemination and adoption by other educational agencies. PASS provides a sequence of intervention strategies designed to prevent or minimize nonproductive social and behavioral acts by secondary students.

Time-Out Rooms. The program provides a classroom or other facility within a school building where a student is assigned to "cool off" usually immediately following a classroom disruption. The student stays in this place a short time, often less than one day.

Program Activities

Academic Services. The program emphasizes the improvement of the academic skills of students who are assigned for misbehavior.

Behavior Modification. The program focuses on or is based on the principles of behavior modification and operant conditioning developed by B.F. Skinner. Contracts with students are often a feature of these programs. Students earn rewards for acceptable work and appropriate behavior.

Nondirective Counseling. The program is based on the principles of counseling and therapy developed by Carl Rogers. It emphasizes group counseling and the responsibility of individuals to realize their power to act and potential to learn.

Peer Counseling. Students trained in guidance fundamentals counsel their peers who are in trouble.

Values Clarification. The program is based on theories and techniques of discipline developed by William Glasser. It emphasizes the development of trusting relationships between students and staff. Students are helped to acquire and maintain a positive self-concept, to accept responsibility, to learn to work cooperatively, to understand roles, and to develop a sense of belonging and responsibility toward school.

Work-Centered Activities. In lieu of suspension, the program entails weekend or evening work, either performed for the school or as part of a vocational education or job-training program.

An initial mailing of 450 questionnaires was distributed to programs and individuals. Three weeks later a follow-up contact was mailed to 300 nonrespondents. A second follow-up mailing was distributed six weeks after the initial contact. There were 256 responses of which 50 percent were in the form of completed questionnaires. Of the remaining responses, 10 percent had a program but discontinued it, and 10 percent were planning a program. The project staff telephoned a random sample of 15 percent of the nonrespondents. Their most frequent reason for nonresponse was absence of a program due to funding difficulties.

Program Organization

The project staff visited 22 of the programs described in this directory. The observations and discussions with local staffs were invaluable. The observations, interviews, and data provided in questionnaires suggest that there are elements that contribute to successful programs as well as pitfalls that should be avoided in planning and implementing programs.

Many comments from local staff stressed the importance of planning. They felt that planning was frequently short-circuited when an alternative program was being developed. They mentioned time and other resource constraints as causes for abbreviating the planning process. What follows is a compilation of suggestions from program personnel to improve planning for disciplinary alternative programs.

Planning an In-School Alternative to Suspension

The first step in planning an in-school alternative to suspension program is to identify the problem to be solved.

What are the suspension and expulsion rates?
Who is being suspended and expelled?
Why are students suspended and expelled?
How long are students denied attendance?
When do offenses occur?
Where do offenses occur?
What types of school personnel maintain and administer discipline?

As planners gather data to answer these questions, a profile of the population to be served should begin to emerge.

After identifying the problem to be solved and the population to be served, planners should review program and service options.

- Should the program be full time, part time, or both?
- What type of services are needed--counseling, academic, work-related, advocacy, and others?
- How can the services be delivered?
- Who can or should deliver the services?
- What services are available now in the district and community?

Answering these questions completely may require the cooperation of various groups that could be affected by the program--teachers, parents, administrators, students, and community agencies such as juvenile justice, family court, and substance abuse groups.

It is important to consider the perceptions of various groups and the data they may have relevant to the identified problem and population. This can help determine the needs to be addressed by the program. Planners may gather this information formally through questionnaires, informally through discussion groups, or via telephone or mail contact. While doing so, the planners also may generate public support and understanding of the new program.

Research on existing programs can save time and prevent failure. State education agencies, research and development laboratories, professional organizations, and colleagues are sources of information on programs providing an in-school alternative to suspension.

After the fact-finding phase has been completed, planners should formulate a conceptual base and philosophy for the program. For example:

- Is the program to be punitive or nonpunitive?
- If counseling services are to be provided, what should be their nature--self-directed, behavior modification, values oriented, or another?
- Should academic services, if offered, be individualized, diagnostic, remedial, content, or process oriented?

School and community climate and the information gathered through the previous planning steps will affect these decisions.

After determining the program's philosophical foundation, program developers should use typical planning processes. For example, they should:

- Identify program objectives and determine their importance and feasibility,
- Select educational approaches, methods, and strategies appropriate to the program objectives,
- Identify personnel, materials, and services needed to implement the program and their costs,
- Identify staff development and training needs,
- Determine the type of data needed for program evaluation and develop an evaluation plan, and
- Solicit administrative support and commitment.

While implementing the program, key program officials should review and document each step to provide data needed later for modifications and evaluation.

Problems Encountered by In-School Alternative to Suspension Programs

While an orderly, logical planning process should reduce implementation problems, it cannot guarantee perfect programs. However, by recognizing--at the outset--problems encountered by other programs, the probability of success may substantially increase.

The problem most frequently cited by ongoing programs was recruiting and retaining effective program staff. Programs that isolate students also isolate staff from peer stimulation and support. A staff member of one program said, "I really don't like seeing only children with problems, but now that I'm in it, I have to make the best of it." Others interviewed had assumed additional duties such as club sponsorship and student council coordination to ease their feelings of isolation. Programs that require a student advocacy commitment also may isolate staff members from the collegial atmosphere of their peers. Moreover, staff who are student advocates may identify and suggest changes needed in the behavior of teachers and administrators. While such changes may be necessary and desirable, the suggestions may not be appreciated.

The second problem encountered most frequently was maintaining financial support for the program. Ten percent of the districts that responded to the questionnaire said they previously had an in-school alternative program, but it was discontinued because of funding constraints. Thirty-nine percent of the nonrespondents sampled also cited financial reasons for discontinuation of programs.

Another major problem cited by 30 percent of respondents was a lack of understanding and support for program goals by regular classroom teachers. One-half of these respondents also cited an increase in disciplinary referrals by teachers. Some teachers seem to believe that the alternative program should be used as the disciplinary response for significant student misbehavior.

Problems with students were next in order of importance. Respondents associated with programs that were designed to be punitive most often cited the refusal of students to attend. Respondents associated with nonpunitive programs reported that students assigned to their programs continued to misbehave in order to be reassigned. One respondent wrote, "Many students experience success for the first time in our (alternative) program and find it difficult to return to failure in the regular program." One student interviewed during a site visit commented: "I get more work done in one day in here (In-School Suspension Center) than I do in a week in regular class." Another student interviewed had requested that he be allowed to continue in the program during regular study hall periods until the end of the year.

Another problem area was inconsistency in the reasons for student assignment to the program. Disciplinarians interviewed wanted to have flexibility to deal with students as individuals. Other school personnel tended to view administrative flexibility as a lack of understanding of program goals or classroom management problems. One teacher said, "Kids know the system and play the odds better than adults."

Only 10 percent of the respondents felt that parents, students, and community groups did not understand the operation and goals of the program. However, educational and public relations research would suggest that if those affected do not understand program goals and operation, other frequently mentioned problems-financial support, staff morale, and program ineffectiveness--will occur.

Key Elements of Successful Programs

Through site observations, program evaluation reports, and comments by survey respondents, the research staff identified factors that seemed critical to successful programs. No attempt will be made to rank them in order of importance. Rather, the following factors are offered as points to consider when planning, implementing, or modifying in-school alternative to suspension programs.

- A rationale for the program that is conceptually sound and based on valid educational theory and research.

  Programs that were developed by a process including research, needs assessment, planning, piloting, and evaluation tended to have been in existence longer, were more stable, and had expanded to other schools in the district. These programs when measured by quantitative data seemed to have more effect on the total student population.

- Coordination of existing resources in the schools and community.

  Programs that had specified procedures for using available community services were perceived as successful by interviewers and school personnel. Guidance services, vocational education and career planning, substance abuse counseling, and employment experience in the schools and

community were seen as highly effective in modifying behavior and improving the quality of students' educational experiences. Programs with these services also reported positive support from various school and community-related groups.

- Respect for due process and a commitment to child advocacy.

  Critics of in-school alternative to suspension programs have been concerned that due process procedures and students' rights may be circumvented through these programs. Alternative programs that reported or were observed to have guidelines for disciplinary hearings, parental notification, and grievance procedures also reported fewer problems. Student assignment seemed more consistent, and parental support for program goals was stronger.

- Designed data collection and evaluation procedures.

  Programs that collected comparative data and used specific evaluation measures were more apt to have modified their program objectives and strategies. Students, parents, and program staff deemed these programs more responsive to student needs. Programs that relied on informal perceptions or aggregate numbers of suspensions and expulsions seemed to make fewer adjustments in objectives and strategies. Districts that reported program expansion cited data collection and evaluation procedures as major factors in proving program success. These districts used evaluation results to secure local financial support for program continuation and expansion.

- Preservice and inservice training for program staff and regular faculty.

  When the program staff and other faculty members received preservice and inservice training about program goals, objectives, and disciplinary strategies, there were fewer misunderstandings about the program and referral procedures by classroom teachers. Program staff reported fewer morale problems and greater satisfaction with their work when training was an ongoing process.

- Early intervention strategies.

  Programs that provided services in the elementary grades tended to view the elementary components as more successful than those at the secondary level. More parental and regular faculty contacts were reported by programs in elementary schools. School and community support for services at the elementary level was viewed as strongly positive. Programs that allowed students and parents to request and receive services without administrative assignment were perceived

to be more successful by school personnel. Preventive services were most effective in reducing inappropriate behavior and disciplinary referrals.

- A comprehensive discipline review policy that includes parents, teachers, students, and administrators.

  Many of the districts visited had reviewed or were in the process of reviewing school and district discipline policies. While policy formation and review have historically been an administrative function, these functions increasingly involve other constituencies such as students and parents. In those districts where teachers, students, and parents participated in policy review, administrators sensed an improved school climate. Faculty and students, in turn, perceived the administration of discipline to be consistent and fair.

- Integration of in-school alternative programs into the regular instructional program.

  A feature frequently identified as a key to success was the integration of the alternative program into the regular instructional process. Methods varied. Some programs achieved integration by requiring regular faculty participation on a rotating basis. Others provided time for program staff to meet and confer with teachers on a daily schedule. Programs characterized by resource services encouraged program staff to provide classroom demonstrations or advice on effective classroom management strategies. One program used their Time-Out Room not only for students, but also as a resource for regular staff to obtain help and support with discipline problems.

- Philosophical commitment of the principal and program staff to the theory and goals of the in-school alternative.

  Much of the recent research, not only in discipline but also in educational innovation and change, identifies the principal as the most important element in successful programs. Even if all other steps of an ideal process are followed, success still depends upon the principal's and the program staff's commitment to the worth of the alternative. A "make-it-work" attitude can overcome a multitude of obstacles.

- Characteristics and qualifications of program staff.

  The character and quality of the program staff was the element most frequently mentioned among factors of successful programs. Many respondents attempted to define the generality of the statement. Their definitions included such

qualities as fairness, firmness, consistency, empathy, caring, and respect for others. They cited specific qualifications including teaching experience at the level served by the program, counseling experience, and/or counseling training. All of those interviewed during site visits believed that one person can make a difference for students with disciplinary problems.

Recordkeeping System

Any discussion of a recordkeeping system must be preceded by an awareness of the most common complaint of all personnel involved in disciplinary matters--too much paperwork! There seems to be no correlation between any single variable and the paperwork burden. There are, however, ways of managing data needs and collection that will contain and/or reduce paperwork frustrations and proliferation.

If developers follow a sound planning process, they will identify data to be gathered at each step of the process. They will note gaps or lack of data. They should also review information on data collection and recordkeeping from similar programs.

There are three basic questions that must be asked about each kind of information selected for inclusion in a records system.

- For what purpose is the data needed?
- Who will record and collect it?
- Who will use it?

If program developers cannot find specific answers to each question, they should not include the information in the system. A paperwork burden is, too often, a result of gathering information because "it would be nice to have it." People who are required to keep records need to know why, specifically, and should benefit from the recordkeeping effort.

Those who have established recordkeeping systems and those who have observed the operation of such systems offer the following guidelines for schools that are developing systems.

- Seek out existing records and coordinate your system with them.

  One program, after developing a comprehensive system, discovered that the information collected was collected also by two other offices using two different systems. Check all Federal and state mandated reports required at the school and district level to avoid duplication of effort in the new system.

- Develop standard forms and procedures.

  Take the time to seek advice and obtain agreement from personnel who will record, collect, and use information from the system. Collaboration in designing standard forms and procedures will enhance the system's utility. This will improve the reliability and validity of the information and decrease frustration with the required effort.

- Train the recorders, collectors, and users of the system.

  Data accuracy depends on a clear definition of terms and a consistent set of procedures. All personnel must have a common understanding about interpreting, recording, aggregating, and communicating data, forms, and reports. Systems dealing with discipline are especially subject to misunderstanding or misinterpretation of such terms as "insubordination," "disrespect," and "inappropriate behavior." Statistical measures used in disciplinary reporting, such as "incidence" and "recidivism," also need to be defined.

- Use the records and data generated by the system.

  Finally, system developers should consider overall uses of the records and data. The recordkeeping system should satisfy Federal, state, and locally mandated reports on discipline. It should provide information necessary to evaluate the effectiveness of an in-school alternative program to suspension. It should provide a profile of the individual experience of a student before, during, and after program participation. It should provide a rationale for decision-making in disciplinary policy and program modification. It should assist program modification. It should assist program staff and regular faculty in finding answers to questions and identifying questions to be asked. It should, in summary, help educators and students use educational time productively.

We believe there is value in presenting information about the variety of existing in-school alternative programs. Through this directory, we hope to stimulate contacts between school districts, supply ideas for funding possibilities, identify measures used to evaluate successful programs, and contribute another resource to assist educators in making decisions about problems in discipline.

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PROGRAM INFORMATION:

Name: Alternative School

Location: Huntsville City School System
Huntsville, AL 35807

Contact: James L. Crocker
Principal/Project Director
110 Green Cove Rd.
Huntsville, AL 35803
(205-883-0940)

Students Served - Middle and senior high schools
Staffing - 10 professionals; 2 paraprofessionals
Facility - Separate assigned space
Cost per year - $14,000.00
Funding Source - Local district budget; state funds; Federal funds (LEPA)

DESCRIPTORS:

- Alternative School
- In-School Suspension Center
- Values Clarification

PROGRAM DESCRIPTION:

The Alternative School serves all middle and senior high schools in the district. A separate space of 7 classrooms is staffed by 10 teachers, counselors, and an administrator supported by 2 paraprofessionals. Maximum capacity, at any one time, is 150 students.

The goals of the school are:

- to serve the education needs of middle and senior high school students who, because of lack of interest or behavioral problems, cannot be served adequately by the existing academic program in regular schools, and
- to provide an educational environment as a last resort for satisfactory modification of student behavior so that the student may return to a traditional school setting.

Measures used to evaluate the effectiveness of the program include annual comparisons of the district expulsions and suspensions.

Students may be assigned to the school by principals, the juvenile justice system, and family court personnel for any act or violation that could result in expulsion such as truancy, fighting, insubordination, skipping class, substance use, and vandalism. Assignment is full-time for the duration of the stay, which is determined by student reaction and progress as reviewed by the program staff. The average length of assignment is six weeks.

While in the school, students receive a full academic program of mathematics English, science, and social studies. Elective courses in home and family living, industrial arts, ceramics, leathercraft, photography, and physical education are offered from which the student chooses two options. Daily parental contact is maintained during the term of assignment. Students have no contact with the home school and are prohibited from participating in extracurricular activities.

PROGRAM INFORMATION:

Name: Counseling-Work Center

Location: Montgomery Public Schools
Montgomery, AL 36103

Contact: Mr. Thomas A. Bobo, Assistant Superintendent
Montgomery Public Schools
307 South Decatur Street
Montgomery, AL 36103
(205-269-9111)

Students Served - Grades 7-12
Staffing - 1 professional; 1 paraprofessional per site
Facility - Regular assigned classroom
Cost per year - Not available
Funding Source - Federal funds (ESAA)

DESCRIPTORS:

- In-School Suspension Center
- Behavior Modification
- Values Clarification Activities

PROGRAM DESCRIPTION:

Counseling-Work Centers began operation in 1979 and serve students in grades 7-12 in four of the 16 secondary schools in the district. Total district enrollment is 35,500 students; 50 percent are minority, and 50 percent are nonminority. Centers are assigned a regular classroom and staffed by a biracial team that includes a behavioral specialist (teaching experience and counseling certification) and an aide. A district administrator coordinates the program.

The overall goal of the program is to reduce the number of student suspensions and expulsions. Centers provide a nonpunitive alternative to suspension that is directed toward building positive social behavior. Measures used to gather information on program effectiveness include a comparison of the number of suspensions, statistics on reasons for referral, the number of parental contacts, and the number of student/teacher contracts successfully completed. Statistics show an average reduction in suspensions of 34 percent in the participating schools.

Students may be referred to the centers by principals, assistant principals, and administrative assistants for any infraction which might result in suspension. Assignment may be part-time or full-time. The length of assignment is fixed at the time of entry into a center and may vary from one period to several days.

While assigned to a center, students must adhere to specific rules, set goals for behavioral improvement, and complete work and assignments provided by regular classroom teachers. Before returning to the regular program, a student must set goals for behavior and develop a contract with the assistance of the behavior specialist. The contract must be approved by the teacher who made the disciplinary referral. Other center activities include individual counseling, round-table discussions, role-playing, and problem-solving strategies. Program staff contact parents, make home visits, and provide progress reports. Extensive preplanning, staff involvement, inservice training, and comprehensive evaluation procedures are seen as key elements in the centers' success.

PROGRAM INFORMATION:

Name: On Campus Suspension

Location: Foley High School
Foley, AL 36535

Contact: John W. Leonard
Assistant Principal
201 North Pine Street
Foley, AL 36534
(205-943-2221)

Students Served - Grades 9-12
Staffing - Faculty on a rotating basis
Facility - Designated space
Cost per year - No added cost
Funding Source - Not available

DESCRIPTORS:

- In-School Suspension Center
- Academic Services

PROGRAM DESCRIPTION:

On Campus Suspension serves 1,000 students in grades 9-12. It began operation in 1978. The program is assigned a space in the library and is supervised by the librarian and teachers on a rotating basis. The total student population served is 73 percent nonminority and 27 percent minority.

The program offers a bridge, instead of a break, in the educational process by focusing on student behavior and modifying improper behavior to a more positive direction. Disciplinary records of students served are monitored to determine the effectiveness of the program, and out-of-school suspensions over the last two years show a reduction from 117 to 60 suspensions.

Students may be assigned to the program by the principal, assistant principal, or teachers for such infractions as truancy, skipping class, and school code violations. Assignment is full time for the duration of the stay which is fixed at the time of entry. All academic work assigned during the period of stay must be completed satisfactorily before a student returns to regular classes. The average length of assignment is three days.

Upon entry to the program, students are interviewed to determine if they will be cooperative while in the program, and a contract is signed. While in the program, students complete all work assigned by regular teachers and receive counseling from the guidance staff as needed. Students are not allowed to socialize with their friends and are isolated during lunch and break periods.

PROGRAM INFORMATION:

Name: Alternative Classroom Program

Location: Little Rock Public Schools
Little Rock, AR 72201

Contact: Mrs. Betty Pegan, Director Educational Services
Administrative Annex
100 South Arch Street
Little Rock, AR 72201
(501-374-3361)

Students Served - Junior and senior high school
Staffing - 1 professional per site
Facility - Regular assigned classroom
Cost per year - Not available
Funding Source - Local district budget

DESCRIPTORS:

- In-School Suspension Center

PROGRAM DESCRIPTION:

Alternative Classrooms began operation in August 1978. All of the seven junior high schools and three senior high schools have an alternative classroom located in their building.

The primary goals are to temporarily remove a student who is disruptive from the classroom so that teaching and learning may continue and to provide in-school suspension for students where studies can be continued and behavior modified.

To be sure the program goals are being met, there is a mid and end of year monitoring and evaluation of the program.

Students may be assigned to the program for any violation of school and district rules and regulations. The principal, assistant principal, teachers, and the supervisor of pupil personnel may assign students to the program. The average length of assignment is four days during which the student attends full time. The term of assignment is fixed at the time the student enters the program.

During the day the student completes classroom work and participates in individual or group counseling. While in the program, students are prohibited from participating in extracurricular activities and are isolated from other students.

PROGRAM INFORMATION:

Name: Alternative-To-Suspension (ATS)

Location: Pasadena Unified School District
Pasadena, CA 91109

Contact: Jack L. Forney
Director, Emergency School Aid Act and Special Projects
351 S. Hudson Avenue
Pasadena, CA 91109
(213-795-6981 Ext. 205)

DESCRIPTORS:

- Counseling Services
- In-School Suspension Center
- Time-Out Room
- Academic Services
- Peer Counseling

Students Served - Grades K-12
Staffing - 6 professionals; 2 1/4 paraprofessionals
Facility - Regular assigned classroom
Cost per year - Not available
Funding Source - Federal funds (ESAA)

PROGRAM DESCRIPTION:

The Alternative-To-Suspension program began in 1979 as part of a total program designed to address problems related to desegregation. The program serves students in grades K-12 in 5 of 18 schools in the district. The student population served is 66 percent minority and 34 percent nonminority. Each participating school provides a regular assigned classroom staffed by a resource teacher and supported by a part-time counselor and aide.

The primary goal of the ATS component is to reduce the disparity in suspension rates between minority and nonminority students. Within specified guidelines and district-level directives, each participating school develops its own plan. At the end of the school year the achievements of each school are assessed against the pre-established goals.

Students may be assigned to ATS by principals or disciplinary deans, or students may request services themselves. Any violation of school and district rules, regulations, or codes of conduct except substance use may provide a reason for referral and assignment. The term of assignment may be full time or part time and is fixed at the time of entry. Average assignment length is two days.

While in the program, students work on academic assignments provided by regular classroom teachers for 1 to 3 hours; receive tutorial assistance from the program staff for one hour; participate in counseling provided by the resource teacher, a counselor, or a peer for one hour; perform some service to the school for one hour, and participate in another program component for an hour. The only restriction placed upon students is that they cannot attend regular classes.

Key elements for program success are: an understanding of the program by students, staff, parents and community; recruitment of dedicated and effective staff; and active parents who are involved both individually and through group workshops.

PROGRAM INFORMATION:

Name: Conflict Resolution Centers

Location: Riverside Unified School District
Riverside, CA 92501

Contact: Dr. Hazel M. Russel
Coordinator-ESAA
Riverside Unified School District
3380 14th Street
Riverside, CA 92501
(714-788-7394)

Students Served - Middle school
Staffing - 9 professionals; 9 paraprofessionals
Facility - Regular assigned classroom
Cost per year - Not available
Funding Source - Federal funds (ESAA)

DESCRIPTORS:

- In-School Suspension Center
- Academic Services
- Nondirective Counseling
- Values Clarification

PROGRAM DESCRIPTION:

Conflict Resolution Centers began in 1975 and serve 3,700 students (71 percent nonminority and 29 percent minority) in the 5 middle schools in the district. Each school has a large room for the center which may be subdivided. Two resource specialists and two aides staff each center and are supported by a district coordinator, evaluator, and clerical assistants.

The centers' goals are to reduce racial isolation and to enhance human relations by means of an alternative to suspension and interethnic and multiethnic activities. The program has four components: academic remediation, teacher training, parent training, and multiethnic extracurricular activities. Procedures used to evaluate program goals and effectiveness include: action reports based on management by objectives, daily logs and referral records, recidivism rates of students served by the centers, and the rate of reduction in minority suspensions.

Students are referred to the centers by principals and assistant principals for such infractions as truancy, fighting, insubordination, vandalism, assault and battery, and classroom disturbances. Assignment is full time for the duration of the stay which is fixed at the time of entry. The average length of assignment is three to five days.

Upon entering a center, an intake interview identifies attitudes of the student toward the referral incident. Students complete academic work with the assistance of the staff and tutors, participate in group and individual counseling, complete values clarification activities, and work with the program psychologist. Students are isolated from the general student body and are prohibited from participating in school activities. An Expelled Student

Program (ESP) serves all students recommended for expulsion. Objectives of the program are to prepare students for successful reentry into a productive educational setting and to prepare older adolescents (16-19) for a successful entry into an occupational setting.

Other related services provided by the program include: a parent effectiveness training program, parent outreach, parent conferences, inservice teacher training on expectations, staff development/human relations training in middle and senior high schools, and student learning activities for students who voluntarily visit the centers.

PROGRAM INFORMATION:

Name: Contractual Opportunities Program

Location: Los Angeles Unified School District
Los Angeles, CA 90012

Contact: Ms. Kathryn Lee, Administrative Coordinator
Educational Options Services Branch
Los Angeles Unified School District
Room P-216
400 N. Grand Avenue
Los Angeles, CA 90012
(213-625-6000)

Students Served - Grades 1-9
Staffing - 1 professional per site
Facility - Separate classroom
Cost per year - $3,000,000.00
Funding Source - Local district budget

DESCRIPTORS:

- Counseling Services
- In-School Suspension Center
- Academic Services

PROGRAM DESCRIPTION:

The COPE program began in 1974. It was predated by an Opportunity Room program begun in 1967. Currently, COPE rooms staffed by a COPE teacher operate in 165 elementary and 76 junior high schools. These "off-room" positions are permanently assigned annually to all junior high schools and approximately half of the elementary schools in the Los Angeles Unified School District. A central office program administrator and 3 opportunity advisors support the 241 positions.

In addition to providing an in-school alternative to suspension, COPE, operating as a component of Opportunity Education, provides a specialized guidance and instruction program for students with social, behavior and/or attendance problems. A building has five options for its COPE program: full day program, part-time program, a combination full-time/part-time program, a crisis intervention program, or a locally designed program. Most buildings propose the fifth option.

Student assignment to COPE is either through a building administrator or a committee composed of an assistant principal, the COPE teacher, counselors, a nurse, and possibly one or more teachers. For the first three options mentioned above, a minimum student assignment of one month is specified in district program guidelines. The average duration of part time assignments was 52.7 days at elementary sites and 37.4 days at junior high school sites.

Programs differ. Some stress academics, others counseling. No standard COPE curriculum is used in all schools. However, the District Program Handbook contains guidelines for different program areas. The COPE teachers are regular classroom teachers. Few if any are trained counselors.

A district evaluation of the junior high COPE was conducted in 1976. It indicated a high degree of satisfaction with the program. Satisfaction studies and reports of students served are conducted at the end of each school year. The fact that the program has continued is a further testimony to its perceived worth.

PROGRAM INFORMATION:

Name: Downtown Center

Location: Pittsburg Unified School District
Pittsburg, CA 94565

Contact: Herc Pardi
2812 Bonita Avenue
Antioch, CA 94509
(415-439-3634)

and Marguerite Johnson
8 Diodar Lane
Alamo, CA 94507
(415-439-3634)

Students Served - Junior and senior high school
Staffing - 2 professionals; 1 paraprofessional
Facility - Regular assigned space
Cost per year - $50,000.00
Funding Source - State funds; Federal funds

DESCRIPTORS:

- Alternative School
- Work-Centered Activities

PROGRAM DESCRIPTION:

The Downtown Center began operation in 1975 as an adjunct service within the adult education program. Junior and senior high school students are eligible for the program. The student population served totals 2,500, evenly divided between minority and nonminority students.

The center goals are:

- to return students to high school mainstream programs, and
- to educate students for high school graduation.

Measures used to evaluate program goals are attendance rates, course/credit completion, and graduation statistics.

Students may be referred to the center by the principal, assistant principal, program director, and parents. Other community agencies may also suggest placement for some students. Truancy, skipping class, excessive school absence, substance use, and academic deficiencies are reasons for junior high school students' assignment to the center. After a parent, teacher, and administrator conference, a student is assigned to the center for at least one term (semester or trimester). Student progress is reviewed at the end of the term so that the program team can evaluate the student's possible return to the mainstream program.

Students attend the center half days to work on individual assignments in subject areas, and they participate in work-related activities the rest of the day. Attendance patterns are closely monitored and skill testing is done weekly. Because the center is part of the adult education program, students observe adult role models. These positive role models help reinforce appropriate behavior.

PROGRAM INFORMATION:

Name: In-School Suspension Classes

Location: Stockton Unified School District
Stockton, CA 95202

Contact: Gerald Hunter
Director of Instruction
701 North Madison Street
Stockton, CA 95202
(209-944-4508)

DESCRIPTORS:

- In-School Suspension Center
- Academic Services

Students Served - Senior high school
Staffing - 1 professional; 1 paraprofessional per site
Facility - Regular assigned classroom
Cost per year - $33,000.00
Funding Source - Local district budget

PROGRAM DESCRIPTION:

In-School Suspension Classes began operation in 1980 and serve senior high school students in three schools. The student population totals 7,500 students and is 59 percent minority and 41 percent nonminority. Each school provides a regular classroom staffed by a teacher and an aide.

The goal of the classes is to keep students in school so that the problem of improving academic skills may be addressed. Measures used to gain information on program effectiveness include records of attendance, achievement progress based on academic prescription, and the number of discipline referrals.

Students may be assigned to the classes by principals and assistant principals for such infractions as fighting, insubordination, substance use, vandalism, and willful disobedience. Assignment is full time for the duration of the stay which is fixed at the time of entry. The average length of assignment is three to five days.

Upon entering the classes, students are interviewed and an individual academic prescription is developed. Classes are self-contained with four 50-minute periods of instruction. The emphasis of the instructional program is on development of basic skills. Students are isolated from the general student body, closely supervised, and excluded from participation in student activities.

Other services provided to support the classes are the use of peer counselors in a crisis intervention program and an ombudsperson employed by the school to facilitate communication and access to needed services.

PROGRAM INFORMATION:

Name: Lincoln Day Center/Lincoln Alternative Program

Location: Santa Clara County
San Jose, CA 95110

Contact: Kathy Eaton
555 Dana Avenue
San Jose, CA 95126
(408-293-2829)

DESCRIPTORS:

- Alternative School
- Nondirective Counseling

Students Served - Junior and senior high school
Staffing - 2 professionals; 1 paraprofessional
Facility - Separate space
Cost per year - Not available
Funding Source - Local district budget; state funds

PROGRAM DESCRIPTION:

The Lincoln Alternative Program began operation in 1979 and serves junior and senior high school students in 4 of 12 district schools. Secondary student enrollment totals 7,000 students; 55 percent are nonminority and 45 percent are minority. Two classrooms staffed by two teachers and an aide are reserved for the program.

The program's goals are to turn school nonattenders into attenders and to give extra help and instruction in the basic skills. Attendance records and basic skills achievement tests are closely monitored to provide program information for evaluative purposes.

Students may be referred to the program by teachers, parents, the juvenile justice system, family court personnel, other community agencies, school counselors, and students themselves. Truancy, skipping class, substance use, academic deficiency, a need for counseling, and excessive absence from school may be reasons for referral. Placement in the program is dependent upon student and parental choice, and the length of stay is determined by student reaction and progress as decided by a student-parent-teacher conference.

While in the program, students attend five hours each day. The day is divided into five periods to include: a beginning period of physical education; a period of individual instruction in English, reading, and writing; one period of social studies which may include consumer education, career exploration, sex education, and driver's education; one period of individual instruction in mathematics; and a final period of physical education. Parental involvement is constant. No special restrictions are placed upon students. The maximum capacity of the program is 24 students.

PROGRAM INFORMATION:

Name: Peer Counseling Program

Location: Palo Alto Unified School District
Palo Alto, CA 94306

Contact: Dr. Barbara B. Varenhorst, Consulting Psychologist
Palo Alto Unified School District
25 Churchill Avenue
Palo Alto, CA 94306

Students Served - Grades 7-12
Staffing - 1 professional; volunteers
Facility - No space needed
Cost per year - $36,000.00
Funding Source - Local district budget

DESCRIPTORS:

- Counseling Services
- Peer Counseling

PROGRAM DESCRIPTION:

The Peer Counseling Program began in 1977 and involves a student population of 4,400 in grades 7 through 12 (78 percent nonminority and 22 percent minority). Coordination of the program is divided among three professionals. Adult and student volunteers help provide counseling and training.

The program's three main goals are to provide students with the skills to help other students who are shy, alienated, or have social handicaps; to teach students how to care about others, and to help students learn positive solutions to personal problems. The information that is evaluated to determine program effectiveness includes: the number of students trained and the level of continuation in the program, parental support and feedback, district financial support, teacher reports, and changes in school climate.

Anyone may refer a student to the program. All students are eligible. Trained adult volunteers provide 20 hours of student preparation during elective course time. Trained students willing to serve as peer counselors meet once or twice a week on their own time with individual students needing services. Peer counselors attend 1 1/2-hour weekly practicums to discuss their current assignment and to continue training. Counselors must abide by school rules and have the written permission of their parent(s) or guardians to participate. Assignments are limited according to age, training, and experience. Students with problems that may lead to suspension often take peer counseling training and learn more positive behavior. They, in turn, are very effective in reaching other students who are hard to reach through regular school services.

PROGRAM INFORMATION:

Name: Positive Attendance for Secondary Schools (PASS)

Location: San Bernardino City Unified School District
San Bernardino, CA 92410

Contact: Ralph O'Brien, Administrator
Pupil and Adult Services
777 North "F" Street
San Bernardino, CA 92410
(714-381-1189)

Students Served - Senior high school
Staffing - 4 professionals; 4 paraprofessionals
Facility - Regular assigned classroom
Cost per year - Not available
Funding Source - Local district budget

DESCRIPTORS:

- In-School Suspension Center
- Time-Out Room
- Academic Services

PROGRAM DESCRIPTION:

The PASS program began in 1979 and serves all students in the district's four senior high schools. Each high school provides a regular assigned classroom staffed by a teacher and a clerical aide.

Program goals are:

- to reduce tardiness and truancies in the regular high school,
- to provide an alternative for those students who have been assigned to the program, and
- to improve parent communication.

Measures used to evaluate the goals include monthly attendance reports, referrals for truancy and tardiness, and total number of students served by the program.

Students may be assigned to PASS by principals, assistant principals, and teachers for truancy or repeated tardiness. Length of assignment is fixed at the time of referral and averages five days per student.

The PASS program is an after-school-hours service. Students attend PASS three hours per day after regular school hours. They receive instruction in the basic education subjects of mathematics, English, and writing. Students must demonstrate perfect attendance during the assignment period before they resume participation in regular school programs or activities.

PROGRAM INFORMATION:

DESCRIPTORS:

- Time-Out Room
- Peer Counseling

Name: Student Assistant Centers (SAC)

Location: Sequoia Union High School District
Redwood City, CA 94062

Contact: Wanda Steffens
Sequoia Union High School
480 James Avenue
Redwood City, CA 94062

Students Served - Grades 9-12
Staffing - 4 professionals; 12 paraprofessionals
Facility - Regular assigned classroom
Cost per year - Not available
Funding Source - Federal funds (ESAA)

PROGRAM DESCRIPTION:

Student Assistant Centers began operation in 1979 and serve students in grades 9-12 in three of five schools in the district. Secondary enrollment totals 9,000 students; 71 percent are nonminority, and 29 percent are minority. Each center is staffed by a counselor and two aides and is located in a regular assigned classroom. The two schools without a SAC have a special dean's aide, and four community workers serve all schools.

The centers provide an alternative to suspension; training in conflict resolution for staff, students and parents; and opportunities for students who need academic tutoring. In addition, the program coordinates services for students and families with community agencies.

Evaluation measures include referral statistics, reasons for referral, and data on the number of students suspended and the types of suspension incidents.

Students may be referred to the centers by vice-principals, counselors, teachers, or students themselves. Assignment is generally part time for a period dependent upon student reaction and progress and determined mutually by the program staff and student. The maximum length of assignment is five days.

Students referred to the Centers for crisis intervention work with a program or peer facilitator to seek a solution to the crisis. Role-playing and behavior contracts are two strategies frequently employed. Students remain in the centers until a solution to the problem is agreed upon by the staff and students. Follow-up monitoring of student progress after the crisis is provided by the program staff. Other supportive services include tutoring, extracurricular activities, referral assistance to community agencies for suspended and expelled students, and parental contact and involvement activities.

PROGRAM INFORMATION:

Name: Student Adjustment Center

Location: North Haven School District
North Haven, CT 06473

Contact: Mr. Francis J. Diamond
Principal
North Haven High School
55 Bailey Road
North Haven, CT 06473
(203-239-1641 Ext. 200)

DESCRIPTORS:

- Counseling Services
- In-School Suspension
- Academic Services

Students Served - Senior high school
Staffing - 1 professional; 1 paraprofessional
Facility - Regular assigned classroom
Cost per year - $7,000.00
Funding Source - Local district budget

PROGRAM DESCRIPTION:

The Student Adjustment Center began operation in 1978 and serves 1,500 students in the senior high school. The total student population is 98 percent nonminority and 2 percent minority. The center operates in a regular assigned classroom staffed by a full-time aide supported by teachers on a rotating basis and part-time counselors and social workers.

The major goal of the center is to modify the behavior of student offenders so that they become good school citizens. Objectives are to provide an alternative to out-of-school suspension which will allow the student to continue academic progress, and to provide a program of behavior modification for students who need improved self-understanding, self-confidence, self-control, academic performance, and respect for school rules.

Surveys and opinionnaires are sent to students, faculty, and center staff to determine the degree to which the goals of the program are being met.

Students may be assigned to the center by the principal and assistant principals for violation of school and district rules and regulations. Assignment is full time for the duration of the stay which is fixed at the time of entry. Minimum assignment is one day, and the average length of assignment is three days.

During a typical day in the center, students complete assignments provided by regular classroom teachers. Time for breaks is earned through conscientious effort by the student. Teachers provide tutorial assistance. Social workers confer daily with assigned students. During the last period on the last day of assignment, a counselor meets with the student to assess the experience in the program and to develop a plan for avoiding future conflicts. The aide provides constant program supervision and processes all necessary paperwork. Assigned students are physically and socially isolated from the general student body.

PROGRAM INFORMATION:

Name: In-School Suspension

Location: Model Secondary School for the Deaf
Washington, DC 20002

Contact: James Vincent or Glenda Ennis
Coordinator, Residence Program
Model Secondary School for the Deaf
Gallaudet College
Washington, DC 20002

Students Served - Grades 9-12
Staffing - 1 professional; 1 paraprofessional
Facility - Regular assigned classroom
Cost per year - Not available
Funding Source - Federal funds

DESCRIPTORS:

- In-School Suspension Center
- Values Clarification

PROGRAM DESCRIPTION:

The In-School Suspension program began operation in 1979 and serves 250 deaf students in a residential school. The total student population is 83 percent nonminority and 17 percent minority. The program is assigned a regular classroom and is staffed by an aide and the resident/advisor.

The goals of the program are:

- to provide a continuation of the educational process, and
- to provide students an opportunity to review their behavior and decide on appropriate changes.

Evaluation measures used to gain information on program effectiveness include student academic performance levels, exit interviews with students, the number of missed classes, and the number of out-of-school suspensions.

Students may be assigned to the program only through a formal disciplinary hearing for such infractions as fighting, insubordination, substance use, and vandalism. Length of assignment is fixed at the time of entry and may be full time or part time. The average length of assignment is five days.

Students complete academic assignments with assistance from program staff and plan behavior changes while in the program. Restrictions in the program include: no socialization with friends, no unstructured time during or after school hours, and a separate mealtime from the regular student body.

PROGRAM INFORMATION:

Name: Alternate Education Program

Location: Seminole County
Sanford, FL 32771

Contact: Mrs. Betty Campbell
Seminole High School
Sanford, FL 32771
(309-322-4352)

Students Served - Senior high school
Staffing - 1 professional
Facility - Regular assigned space
Cost per year - Not available
Funding Source - State funds

DESCRIPTORS:

- Academic Services

PROGRAM DESCRIPTION:

The Alternate Education Program began operation in 1979 and serves senior high school students. A regular assigned space and a teacher provide service to no more than 15 students at any one time.

Goals of the program are:

- to provide small group instruction and assistance to students at their ability level,
- to provide a temporary intervention strategy,
- to provide opportunities for students to improve basic skills, and
- to promote regular attendance and work habits.

Measures used to evaluate the program include program observation and maintenance of records on referrals and student achievement.

Students may be assigned to the program by the principal, assistant principal, teachers, juvenile justice system, and family court for such infractions as truancy, skipping class, substance use, academic deficiency and excessive absence from school. Assignment may be full time or part time for a term dependent upon student reaction and progress as determined by the program staff. The average length of assignment is 90 days.

While in the program, students work on basic skills in language arts, mathematics, social studies, and science. Socialization activities are provided as needed. Guidance counselors interview all assigned students.

PROGRAM INFORMATION:

Name: Community Alternative to Suspension

Location: Palm Beach County, Florida
Palm Beach Gardens, FL

Contact: Lucretia G. Robinson
Assistant Principal
Palm Beach Gardens High School
Palm Beach Gardens, FL
(305-585-7018)

Students Served	-	Senior high school
Staffing	-	1 professional; 4 paraprofessionals
Facility	-	Separate space
Cost per year	-	No cost
Funding Source	-	Not available

DESCRIPTORS:

- In-School Suspension Center
- Ombudsperson

PROGRAM DESCRIPTION:

The Community Alternative to Suspension program began operation in 1977 and serves 2,200 senior high school students; 74 percent are nonminority, and 26 percent are minority. Separate space is reserved for the program which is coordinated by an administrator and staffed by four volunteer community leaders.

The principal goal of the program is to keep students in school while altering negative attitudes toward school. A record is kept of the students who complete the program, and their subsequent disciplinary experiences are monitored. Parental and teacher reactions to the program are also gathered.

Students may be referred to the program by the principal, the juvenile justice system, family court personnel, and disciplinary deans for any violation of school and district rules and regulations. Assignment to the program is fixed at a hearing in the office of a dean. The average length of assignment is four days.

Students spend one and one-half to two hours per day after school in group counseling with a volunteer "counselor" from the community. Parents are also required to attend the counseling sessions in the evening. Out-of-school suspensions have been reduced through this program which requires no extra funding or facilities.

PROGRAM INFORMATION:

Name: ESAA Basic Project

Location: School Board of Palm Beach County
West Palm Beach, FL 33402

Contact: Mrs. Bettye T. Dawson, Project Manager
3323 Belvedere Road
West Palm Beach, FL 33402
(305-684-5178)

Students Served - Grades 6-12
Staffing - 14 professionals; 14 paraprofessionals
Facility - Regular assigned classroom
Cost per year - Not available
Funding Source - Federal funds (ESAA)

DESCRIPTIONS:

- In-School Suspension Center
- Values Clarification

PROGRAM DESCRIPTION:

This project serves 8 of 12 senior high schools and 3 of the 15 middle/junior high schools in the county. It began operation in 1979. The county's total secondary school population is 34,765 (66.5 percent nonminority and 33.5 percent minority). Each school in the program provides a regular assigned classroom staffed by a teacher and an aide. A coordinating teacher works with all schools in the program, and three community resource persons provide liaison for the community, home, and school.

The program's goal is to reduce the number of suspensions and disciplinary referrals. In addition, the program is designed to increase the achievement level of previously suspended students. Generally, the goals provide for a more productive atmosphere for students and staff through remedial instruction, affective education, teacher training, and parental involvement.

Principals, assistant principals, disciplinary deans, or a staffing committee may assign students to the program for a fixed, full-time period for such infractions as truancy, fighting, insubordination, skipping class, substance use, or other disruptive behavior. Also, parents may request counseling for their children. Assignment length may be modified by the program staff.

Assigned students are assisted in developing individualized educational plans as a way of teaching them to accept responsibility for their behavior. Academic instruction is supplemented with special materials. Teachers in the program have received training in values clarification, behavior modification, confrontation techniques, and learning theory. Community resource staff visit homes and encourage parents to become involved in the school through workshops and evening classes on behavioral development. They assist families in identifying resources in the community that will meet specific needs.

PROGRAM INFORMATION:

Name: ESAA Funded "Time Out Room" Program

Location: Highlands County School Board
Sebring, FL 33870

Contact: Aubrey Morris
Director, Federal Programs
426 School Street
Sebring, FL 33870
(813-382-1121)

DESCRIPTORS:

- In-School Suspension Center
- Time-Out Room
- Academic Services
- Peer Counseling
- Values Clarification

Students Served - Junior and senior high school
Staffing - 6 professionals; 6 paraprofessionals
Facility - Regular assigned classroom
Cost per year - $160,000.00
Funding Source - Federal funds (ESAA)

PROGRAM DESCRIPTION:

The "Time Out Room" Program, supported by Federal funding through the Emergency School Aid Act, began in 1975 and serves 4,100 students in six junior and senior high schools. Each school site provides a regular assigned classroom staffed by a teacher and an aide. The student population served is 70 percent nonminority and 30 percent minority.

The goal of the program is to reduce the out-of-school suspension rate by 25 percent. Official school records on suspension are used to monitor and evaluate the program.

Students are referred to the program for any violation of school or district policies, procedures, or codes of conduct. Principals, assistant principals, and counselors may assign students to the program, and students may request placement themselves. Assignment can be full time or part time for the duration of the stay which is fixed at the time of referral. The average length of assignment is three to five days.

While assigned to the Time-Out Room, students do academic work provided by their regular teachers and/or the Time-Out Room teacher. Student tutors are available for extra assistance at some school sites.

PROGRAM INFORMATION:

Name: In-School Suspension

Location: Gulf County
Port St. Joe, FL 32456

Contact: Edwin G. Williams
Principal
Port St. Joe Jr.-Sr. High School
Niles Road
Port St. Joe, FL 32456
(904-229-8251)

Students Served - Grades 7-12
Staffing - 1 paraprofessional
Facility - Regular assigned classroom
Cost per year - $3,600.00
Funding Source - Local district budget

DESCRIPTORS:

- In-School Suspension Center
- Time-Out Room

PROGRAM DESCRIPTION:

In-School Suspension began in 1977 and serves 1,100 students in grades 7-12. The total student population is 75 percent nonminority and 25 percent minority. The program is located in a regular classroom in the junior-senior high school.

The goals of the program are:

- to provide another option for dealing with student misbehavior, and
- to provide "cooling off" time when there is friction between student and teacher.

Complete disciplinary records are maintained on each student referred for misbehavior. A yearly analysis of disciplinary referrals and out-of-school suspensions provide information for program evaluation. During the last two years, out-of-school suspensions have been reduced from 73 to 43.

Students are assigned to the program by the principal, assistant principal, or at the request of parent(s) for such infractions as truancy, fighting, insubordination, skipping class, substance use, vandalism, or classroom disruptions. The term of assignment is fixed upon entry to the program and may be full time or part time. The average length of assignment is one to three days.

During assignment to In-School Suspension, students are isolated from their peers and work under the supervision of an aide on academic assignments provided by regular classroom teachers.

PROGRAM INFORMATION:

Name: Alternative School

Location: Houston County Schools
Perry, GA 31093

Contact: Marion L. O'Neal, Director
904 Springhill Drive
Warner Robins, GA 31093
(912-923-4387)

DESCRIPTORS:

- In-School Suspension Center
- PASS Adoption
- Academic Services
- Values Clarification

Students Served - Junior and senior high schools
Staffing - 4 professionals; 1 paraprofessional; 1 secretary
Facility - Separate facility
Cost per year - $65,000.00
Funding Source - Local district budget; state funds

PROGRAM DESCRIPTION:

The Alternative School with a Student Options to Suspension (SOS) program began in 1975 and serves students in five junior and three senior high schools. The total secondary student population is 8,000 (78 percent non-minority and 22 percent minority). The school has five classrooms located on a separate campus from the parent schools and staffed by a director, two certified teachers, a guidance counselor, an aide and a secretary.

The Alternative School's and SOS program's goals are to offer alternative educational opportunities to secondary students who have been suspended from school and to help students acquire positive, productive social attitudes, values, and skills. The program provides a combination of educational activities and counseling for students. The program is designed to develop positive approaches to the prevention and resolution of student behavior problems. In addition, it provides staff development activities for school personnel to maintain positive discipline and establish effective communication with students. Evaluation measures include academic performance statistics, total number of student suspensions, school attendance figures, and recidivism rates.

Principals and assistant principals may assign students to the full-time school and program for violation of school and district rules and regulations and/or codes of conduct, or for counseling services. The program staff's evaluation of student progress determines length of stay. The average is four days. Program capacity is 60 students.

Assigned students are oriented to the school and scheduled to classes. Home school teachers complete lesson plans; program staff provide instruction and individual assistance. Group and individual counseling may be requested and/or directed. Students may not participate in extracurricular activities and are not allowed personal travel convenience or socialization opportunities. Removal of the student from the peer group and regular school campus, availability of remedial services, and ad hoc counseling activities are believed to be especially effective.

PROGRAM INFORMATION:

Name: ESAA Comprehensive Guidance Program

Location: Muscogee County School District
Columbus, GA 31906

Contact: Veola F. Hymes
Director of ESAA
539 Brown Avenue
Columbus, GA 31906
(404-324-5661, Ext. 221)

DESCRIPTORS:

- In-School Suspension
- Time-Out Room
- Academic Services
- Behavior Modification
- Non-directive Counseling
- Values Clarification

Students Served - Senior high school
Staffing - 8 professionals; 8 paraprofessionals
Facilitiy - Regular assigned classroom
Cost per year - $158,000.00
Funding Source - Federal government (ESAA) major source; local district funds

PROGRAM DESCRIPTION:

The ESAA Comprehensive Guidance Program began in 1975 and serves 10,000 senior high school students (57 percent nonminority and 43 percent minority) in 8 schools. Each school provides a regular assigned classroom supervised by a teacher and an aide.

The program's goal is to reduce minority suspensions by 20 percent and nonminority suspensions by 5 percent each year. Guidelines for the program are formulated to fit the needs of each site and include academic assistance and individual and group counseling activities.

Program goals and objectives are evaluated by statistical comparison of out-of-school suspension figures from year to year.

Students may be assigned to the program by principals or assistant principals for any violation of school policies, rules, regulations, or codes of conduct, or they may request participation in remedial academic services and individual and group counseling activities. Disciplinary assignment is full time for the duration of the stay which ranges from 1 to 10 days (4.5 days average) and is fixed upon entry. Students requesting services attend on a part-time basis and leave upon staff recommendation and/or mutual agreement. The program's capacity is 24 students per site.

A typical day in the program includes a period of individual and/or group instruction in mathematics , English, science, and social studies; a period of physical activity; an independent study period; panel discussions, or interests or skills development, and a counseling period which may be individual or group-centered. Students are prohibited from socializing with peers, denied smoking breaks, required to eat lunch as a group after the regular student body, and prohibited from attending assemblies or pep rallies.

PROGRAM INFORMATION:

Name: ESAA-Special Student Concerns

Location: Telfair County
McRae, GA 31055

Contact: Faye H. Outlaw, Assistant Superintendent
Box 240
McRae, GA 31055
(912-868-5661)

Students Served - Grades 7-12
Staffing - 2 professionals; 1 paraprofessional
Facility - Separate space
Cost per year - Not available
Funding Source - Federal funds (ESAA); local district budget

DESCRIPTORS:

- Counseling Services
- In-School Suspension
- Academic Services

PROGRAM DESCRIPTION:

The ESAA-Special Student Concerns program began operation in 1979 and serves students in grades 7-12 in 5 schools. The total student population is 2,700; 53 percent are nonminority, and 47 percent are minority. The program is housed in a unit of six classrooms in the central office building and is staffed by a teacher, a counselor, and an aide.

The program's goals are:

- to help students change or modify undesirable attitudes and behavior patterns and
- to help all students accept and understand students of other races.

A comparison of the number of disciplinary suspensions will be used to evaluate the program.

Students may be assigned to the program by principals and the juvenile justice system for such infractions as fighting, insubordination, vandalism, or substance use. Students may request counseling services themselves. Assignment is full time for the duration of the stay which may be fixed at the time of entry into the program or may depend upon student progress as reviewed by the program staff. The average length of assignment is three days.

During assignment to the program, students receive academic assignments from their regular teachers and receive assistance in basic skills development from the program staff. Individual counseling and parental contact are provided by the program counselor. Students do not leave the program facility and are prohibited from participating in extracurricular activities and socializing with friends.

PROGRAM INFORMATION:

Name: In-House Suspension Center

Location: Dougherty County School System
Albany, GA 31701

Contact: Dr. Walter W. Judge
Assistant Superintendent-Pupil Personnel
600 Broad Avenue
Albany, GA 31701
(912-888-5800, Ext. 303)

Students Served - Grades 7 - 12
Staffing - 7 professionals; 3 paraprofessionals
Facility - Separate space
Cost per year - $70,000.00
Funding Source - Federal funds (ESAA); local district budget

DESCRIPTORS:

- Counseling Services
- Academic Services
- Behavior Modification
- Values Clarification

PROGRAM DESCRIPTION:

The In-House Suspension Center began operation in 1975 and serves 10,500 students in the district. The total student population is 54 percent minority and 46 percent nonminority. The center is housed in the district administration building in two classrooms. Teachers, aides, and a staff psychologist provide program services with support from subject area supervisors.

Goals of the program are:

- to keep students with behavioral problems in an educational environment and
- to provide counseling services and help with individual problems.

Data collected by the program staff on student behavior after program service are used to evaluate effectiveness.

Students may be assigned to the center by principals, deans, and assistant principals for such infractions as fighting, insubordination, skipping class, substance use, district code violations, and vandalism. Assignment is full time for the duration of the stay which is fixed at the time of entry. Center staff review student progress before reentry to the home school is approved. The average length of assignment is three days.

Upon program entry, all students are tested in reading. Students spend one hour per day in a group counseling session with a staff psychologist. The remainder of the day is spent doing academic work supervised and assisted by teachers and aides. The home-school visitor makes parental contact to obtain support in solving student problems. Other agencies in the community provide personnel and services to students in the center.

PROGRAM INFORMATION:

Name: In-School Suspension

Location: Gainesville High School
Gainesville, GA 30501

Contact: Mr. Gene Beckstein
Director In-School Suspension
17 Airport Road
Gainesville, GA 30501
(404-532-1308)

DESCRIPTORS:

- Counseling Services
- In-School Suspension Center
- Ombudsperson
- Time-Out Room
- Academic Services
- Peer Counseling

Students Served - Senior high school
Staffing - 1 professional, 5 paraprofessionals
Facility - Regular assigned classroom
Cost per year - $20,000.00
Funding Source - Local district budget

PROGRAM DESCRIPTION:

The In-School Suspension program serves 900 students, 69 percent nonminority and 31 percent minority, in senior high school. The program began operation in 1979 and is located in a regular assigned classroom in the senior high school.

The program goals are to provide an educational environment that would tend to modify established disruptive behavior patterns and to provide experiences whereby students might share recent successes with other students (i.e., potential drop outs).

Program goals are evaluated through comparisons of past and present student attendance patterns, grades, and attitudes.

The principal, assistant principal, program director, juvenile justice personnel, or family court may refer students to the program for any violation of the discipline procedures in the school or for academic and counseling services. Assignment length varies. Most assignments are full time for three days or less, fixed upon entry. However students with histories of disruptive behavior receive year-long part-time service.

The program emphasizes academic instruction; each student meets with the program director for biology and basic mathematics. Part-time students are mainstreamed for other classes. Counseling services are provided by the program director/ombudsperson. Visitations to junior high schools and student involvement activities on Saturdays are distinctive features of the program. Students assigned for misconduct are prohibited from participating in any school activities.

This program won first place among secondary school entries at the Georgia Association of Educators' "Art of Teaching" Instructional Fair.

PROGRAM INFORMATION:

Name: Newton County Alternative School

Location: 3187 Newton Drive
Covington, GA 30209

Contact: R.L. Clements
Director, Instructional Support Services
3187 Newton Drive
P.O. Box 1469
Covington, GA 30209
(404-787-1330, Ext. 248)

Students Served - Grades 6-12
Staffing - 3.3 professionals
Facility - Separate assigned space
Cost per year - $44,000.00
Funding Source - State funds; local district budget

DESCRIPTORS:

- In-School Suspension Center
- Academic Services

PROGRAM DESCRIPTION:

The Newton County Alternative School began operation in 1977 and serves 3,700 students in 2 middle schools and 1 high school. Students are bused to a separate building. The total student population served is 64 percent nonminority and 36 percent minority. Maximum capacity of the alternative school is 45 students.

The school's goal is to provide an alternative, short-term, structured learning environment for disruptive students while continuing their academic activities. In addition, student behavior is assessed relative to the student's future in the regular school program.

Follow-up activities at the home campuses provide program evaluation information on returning students' academic achievement and conduct. Accurate data reflect program success. Statistics show a reduction from 309 out-of-school suspensions in 1976-77 to 97 such suspensions in 1979-80.

Principals and assistant principals assign students to the school for a fixed number of full-time days (3 to 5 days average) for such infractions as truancy, fighting, insubordination, intimidation, substance use, and skipping class. Length of assignment is determined upon entry, but it may be extended for program infractions.

Students attend orientation on the first day of assignment. Daily activities include maintaining an hourly diary of accomplishments and plans, working on academic tasks under the project staff's supervision and tutelage, attending counseling with project staff and home school counselors, and completing special academic tasks assigned by project staff. Participation in recreational and physical education activities is prohibited. Socialization with peers is limited to a short lunch period. Students and project staff have identified the structured activities and a small class size as key elements to the program's success.

PROGRAM INFORMATION:

Name: Behavior Modification

Location: Gompers School
Chicago, IL 60628

Contact: Morris Gordon
Guidance Counselor
12302 South State St.
Chicago, IL 60628
(312-468-8258)

Students Served - PK-8
Staffing - 1 professional
Facility - Regular assigned classroom
Cost per year - Not available
Funding Source - Local district budget

DESCRIPTORS:

- Counseling Services
- In-School Suspension
- Academic Services

PROGRAM DESCRIPTION:

This program began operation in 1973 and serves a student population of 700 in an all minority school. The school provides a regular classroom and teacher for the program with support services available through counselors and psychologists.

The goal of the program is to assist each student in modifying behavior so that a return to the regular school program is accomplished as quickly as possible. Student-teacher trust, goal-setting, and one-to-one assistance are emphasized in the program.

Students are referred to the program by the principal or assistant principal for any violation of school rules and regulations. Assignment may be part time or full time, and the term of assignment is dependent upon the reaction and progress of the student as determined by the program staff. The average length of assignment is three days.

During the stay in the program, students complete assignments from regular teachers and work on special behavior modification activities assigned by the program staff. While in the program, students are isolated from the student body, all privileges are removed, and participation in cocurricular activities is prohibited.

A key element to the success of the program is the effort made by the program staff to show an interest in each student by spending some time away from school with each individual in the program.

PROGRAM INFORMATION:

DESCRIPTORS:

- In-School Suspension
- Academic Services

Name: Alternative Educational Assignment

Location: Evansville-Vanderburgh School Corporation
Evansville, IN 47708

Contact: Dr. Bob Morgan
Deputy Superintendent in Charge of Instructional Services
One Southeast Ninth Street
Evansville, IN 47708
(812-426-5077)

Students Served - Senior high school
Staffing - 1 teacher/counselor per site
Facility - Regular assigned classroom
Cost per year - $100,000.00
Funding Source - Local district budget

PROGRAM DESCRIPTION:

The Alternative Educational Assignment Program, initiated in 1977, serves 9,000 senior high school students, 86 percent nonminority and 14 percent minority. Each of the 5 participating schools has a classroom reserved for the program capable of serving 12-15 students. The reserved classroom is designed to meet the program's goal of providing a meaningful alternative to suspension and/or expulsion. It satisfies the need for a continuing educational experience and at the same time satisfies the need to remove the disruptive student from the classroom and school mainstream.

Program evaluation procedures include teacher reaction, statistical reports, and individual student responses to their experience. Out-of-school suspensions were reduced from 1,500 to 600 during the first year of program implementation. Preliminary figures show a continuing reduction during the second year of operation.

Principals and assistant principals assign students to the AEA program for infractions such as truancy, fighting, insubordination, and skipping class. An interview including the assistant principal, counselor, student, and parent occurs before entry into AEA; the length of assignment is fixed during this meeting. The average assignment has been three days.

Students attend full time during their assignments. They report to AEA at the beginning of the day and work to complete assignments provided by teachers of their scheduled courses. Counseling time and guidance films are included in the daily schedule. Students remain in the AEA area except to attend special group activities. They do not participate in extracurricular activities, nor do they eat lunch during the regular lunch period. AEA students leave the building thirty minutes prior to regular dismissal time. All five program sites function through a single organizational plan.

PROGRAM INFORMATION:

Name: Student Learning Center

Location: East Noble High School
Kendallville, IN 46755

Contact: Rich Anderson
Assistant Principal
South Garden Street
Kendallville, IN 46755
(219-347-2032)

Students Served - Grades 9-12
Staffing - 1 professional
Facility - Regular assigned classroom
Cost per year - $13,000.00
Funding Source - Local district budget

DESCRIPTORS:

- In-School Suspension Center
- Academic Services
- Values Clarification

PROGRAM DESCRIPTION:

The Student Learning Center began operating in 1978 and serves a nonminority student population of 1,200 students in grades 9-12. The center is located in a regular assigned classroom and is staffed by a counselor and teachers on a rotating basis.

Center goals are:

- to provide an alternative to out-of-school suspension,
- to reduce the number of out-of-school suspensions, and
- to reduce the drop-out rate.

Statistics available on out-of-school suspensions show a reduction from 222 students suspended out-of-school in 1976-77 to 20 students suspended in 1979-80.

Students may be assigned to the center by the principal or assistant principal for such infractions as truancy, fighting, insubordination, skipping class, substance use, and vandalism. The term of assignment is fixed at the time of entry and is full time for the duration of the stay. The average length of assignment is three days.

The philosophy of the program is punitive and based on isolation from peers. Students assigned to the center are denied participation in extracurricular activities and cannot attend any school function. The center provides a quiet study area where students work on class assignments with assistance from a counselor and teachers.

PROGRAM INFORMATION:

Name: Student Temporary Opportunities Program (S.T.O.P.)

Location: Lafayette School Corporation
Lafayette, IN 47904

Contact: Edward L. Combs
Counselor
Jefferson High School
1801 South 18th Street
Lafayette, IN 47904
(317-474-3434)

Students Served - Grades 10-12
Staffing - 1.2 professionals; 1.2 paraprofessionals
Facility - Regular assigned space
Cost per year - $20,000.00
Funding Source - Local District Budget

DESCRIPTORS:

- In-School Suspension Center
- PASS Adoption

PROGRAM DESCRIPTION:

S.T.O.P. began operation in 1978 and serves all district students in grades 10-12. The senior high student population of 2,000 students is 98 percent nonminority and 2 percent minority. Two classrooms staffed by a full-time paraprofessional and teachers on a rotating basis are provided for the program. Program supervision is a function of the guidance department.

The program's goals are to help students minimize and/or overcome unaccept able behavior that leads to suspension from school or class, and to provide a series of intervention strategies designed to instill a more positive attitude in the student toward himself, his peers, his school, and society in general.

Measures used to evaluate the program include a yearly comparison of data relating to school suspension and/or exclusion and an analysis of recidivism. Statistics show that out-of-school suspensions have been reduced from 320 in 1977 to none in 1980.

Students may be assigned to S.T.O.P. by the principal, assistant principals, teachers, and the program director, or students may request services themselves. Assignment may be made for any violation of school and district rules and regulations, and it may be part time or full time for the duration of the stay which is fixed at the time of entry. The average assignment is three days.

Participating students work on assignments sent by classroom teachers. During the day, a supervising teacher provides tutoring in each subject area. A member of the guidance department or one of the supervising teachers trained in PASS techniques and strategies may counsel with the student. S.T.O.P. staff also conduct school "survival classes" for students who are having trouble relating to teachers and peers or who are not adjusting to the school environment. Students assigned full time are isolated from the general student body during the school day. S.T.O.P. is a designated trainer for the PASS program in the State of Indiana.

PROGRAM INFORMATION:

DESCRIPTORS:

- Alternative School
- Values Clarification

Name: School Within A School

Location: Des Moines Independent Community School District
Des Moines, IA

Contact: John C. Young
Counselor
2710-67th Street
Des Moines, IA 50322
(515-276-8744)

Students Served	-	Senior high school
Staffing	-	2 professionals; paraprofessionals
Facility	-	Separate space
Cost per year	-	Not available
Funding Source	-	Local district budget

PROGRAM DESCRIPTION:

The School Within A School began operation in 1978 and serves senior high school students in one of the six high schools in the district. Student enrollment in senior high schools is 8,400 students; 83 percent are nonminority, and 17 percent are minority. The project is assigned a separate space consisting of three classrooms staffed by a teacher and counselor with paraprofessional and administrative support.

This program seeks to assist unmotivated students in coping with personal, social, and educational problems. School goals are to improve student attendance and attitudes toward school so that high school graduation becomes a reality. Measures used to determine program effectiveness include the number of students completing the program, the number of students graduating from high school, student evaluations and achievement, and staff evaluations.

Students may be referred to School Within A School by the principal, assistant principal, teachers, parents, and students themselves. Infractions such as truancy, skipping class, substance use, academic deficiency, absence from school, and a need for counseling may be reasons for referral. Students referred must complete an application, meet with students presently in the school, and be interviewed individually by the program staff. Placement in the program is full time and the term of placement is dependent upon student reaction and progress as determined by the program staff. The average length of stay is three semesters.

Each morning while in the school, students attend small classes arranged for individual instruction. Instruction is activity based. The remainder of the day is spent in a work experience program or attending classes outside the program. No special restrictions are placed upon students in the School Within A School.

PROGRAM INFORMATION:

Name: Student Assistance Program

Location: 8 Schools in Des Moines
Des Moines, IA 50309

Contact: John Tapscott, Director
606 Fleming Building
6th and Walnut
Des Moines, IA 50309
(515-244-6090)

Students Served - Senior high school
Staffing - 6 professionals; 3 paraprofessional
Facility - Separate facility
Cost per year - Not available
Funding Source - Polk County Board of Supervisors; state funds; local district budget; United Way of Greater Des Moines

DESCRIPTORS:

- Counseling Services

PROGRAM DESCRIPTION:

The Student Assistance Program began operation in 1977 and is a private, non-profit agency program with a special relationship to Des Moines Schools. The population served in the high schools totals 10,000 senior high school students. Services are provided in the agency facility off-campus by a trained professional staff.

The program's purpose is to assist students in solving problems affecting their performance. Counseling is provided to enable them to remain in school. Assistance is provided for alcoholism, drugs, family, financial, and any other emotional problems that interfere with individual performance. A hotline is provided, and services are free. Recidivism rates and the number of students reinstated in school after suspension are used to evaluate the program's success.

Referral may be voluntary or formal. Voluntary referrals are confidential and expedited through the guidance department and classroom teachers. Formal referrals are made by the principal or assistant principal as a disciplinary action after a crisis conference with the student and parent(s). Since the inception of the program, 248 referrals have been made. The agency totals 20 to 25 new clients per month from all referral sources.

If a student's behavior has caused him/her to be subject to suspension or expulsion from school, a crisis conference with the student and parent(s) is held as soon as possible. If an agreement is reached in the conference that counseling would be more appropriate and productive than punitive measures, a contract is signed that the student will follow all recommendations of the Student Assistance Program in order to remain a student at the school. Referral is made to the program, and the entire family is evaluated. The nature of the problem resulting in referral is discussed, and an approach to a solution is outlined. The plan is continually monitored and evaluated. Other agencies and programs are utilized as appropriate. The student remains in school on probationary status during the process as long as full cooperation with the program continues. The staff of the Student Assistance Program conducts inservice orientation and training for the entire faculty and staff of the school.

PROGRAM INFORMATION:

Name: Positive Alternatives to Suspension

Location: Jefferson County Public Schools
Louisville, KY 40218

Contact: R. David Covert
Project Director
J.G. Brown Education Center
675 River City Mall
Louisville, KY 40202
(502-581-4555)

DESCRIPTORS:

- Counseling Services
- PASS Program Adoption
- Behavior Modification
- Nondirective Counseling
- Peer Counseling
- Values Clarification

Students Served - Senior High School
Staffing - 30 professionals; 15 paraprofessionals
Facility - Regular assigned classroom
Cost per year - $1,000,000.00
Funding Source - Federal funds (ESAA)

PROGRAM DESCRIPTION:

Positive Alternatives to Suspension (PATS) began in 1977 and is located in 15 of 25 senior high schools. Each school is staffed by a lead teacher, a teacher assigned to student discipline liaison, and a paraprofessional responsible for parent activities liaison. An assigned classroom is available in each school. The total senior high school student population in the County is 43,000; 75 percent are nonminority students, and 25 percent are minority students.

PATS is designed to:

- help students acquire the kinds of social attitudes, values, and skills which will result in productive social behavior;
- encourage and provide an opportunity for parent participation in school life and provide training to help parents acquire skills in coping with children; and
- provide training for teachers in human relations, values clarification, and positive classroom management strategies.

PATS program goals are evaluated through the use of district suspension totals and minority suspension rates. Comparisons of these rates are monitored from year to year.

Students may be referred to the program by principals, assistant principals, parents, or students themselves. Students are provided a place to "cool off," if necessary, but are not removed from the regular program. Behavior contracts and work sessions conducted during noninstructional time emphasize social skills, values, and improved self images. These are major components of the extensive counseling and follow-up services. Length of assignment to PATS varies with each student and is determined by the program team. PATS is nonpunitive in philosophy, and no specific restrictions are prescribed.

PROGRAM INFORMATION:

Name: Alternative Resource Center

Location: Rapides Parish School System
Alexandria, LA 71301

Contact: Mr. Eugene Millet
Assistant Superintendent of Instruction
P. O. Box 1230
Alexandria, LA 71301
(318-487-0888)

Students Served - Grades 7-12
Staffing - 1 professional; 1 paraprofessional per site
Facility - Regular assigned classroom
Cost per year - $289,442.00
Funding Source - Federal funds, local district budget

DESCRIPTORS:

- In-School Suspension Center
- Time-Out Room
- Academic Services
- Peer Counseling

PROGRAM DESCRIPTION:

The Alternative Resource Centers began operation in August of 1977 and serve approximately 14,700 students in grades 7-12. The centers are located in 3 of the 6 junior high schools and in 4 of the 12 senior high schools. The student population is 65 percent nonminority and 35 percent minority students.

Reducing suspensions and expulsions in the target schools and eliminating disproportionate suspensions and expulsions are two goals of the program.

To determine whether goals are being achieved, the staff collects data on suspensions and expulsions in all of the Rapides Parish schools. These data include the number of suspensions in each school, the race and sex of each student suspended or expelled, and the offenses which led to suspension or expulsion. The staff compares these data with the suspension or expulsion statistics from the target and non-target schools in the previous year.

The principal and/or assistant principals, following the Rapides Parish Discipline Policy, may assign students to the ARC for violations of school and district discipline policies. The average length of assignment is two days, full or part time. The ARC participants would be suspended if the Alternative Resource Centers were not in the schools.

During the day, an attitudinal checklist is administered. An ARC teacher listens to the student and, if possible, leads the student to state his own problem and possible solutions. When the time is right, the teacher helps the student develop a contract in order to return to class. The teacher uses appropriate material--books, filmstrips, etc.--in helping the student to improve his/her self-image and relationships with others. No restrictions are imposed on a student other than the loss of class time, and frequently that involves only the class in which the student is having and/or causing problems. Assignment to the ARC is considered a constructive, not a punitive, measure.

PROGRAM INFORMATION:

Name: Behavioral Clinic ESAA Basic Program

Location: Iberia Parish School Board
New Iberia, LA 70560

Contact: Mrs. Marjorie L. Small
Program Manager
Star Route B Box 390B (NAS)
New Iberia, LA 70560
(318-365-2341)

DESCRIPTORS:

- In-School Suspension Center
- Time-Out Room
- Academic Services
- Behavior Modification
- Nondirective Counseling
- Values Clarification

Students Served - Junior high school
Staffing - 3 professionals; 4 paraprofessionals
Facility - Regular assigned classroom
Cost per year - $65,000.00
Funding Source - Federal funds, (ESSA)

PROGRAM DESCRIPTION:

The Behavioral Clinics are assigned regular classrooms in 3 junior high schools serving 2,800 students, 66 percent nonminority and 34 percent minority. The Clinics began operation in 1975 and will expand to four high schools in the 1980-81 school year.

The clinics' goal is to modify behavior in order to improve school attendance, motivate classroom participation, and increase participation in school activities. In addition, clinics provide inservice training for school personnel.

Program goals are evaluated through an analysis of school suspension rates, school attendance reports, student self-rating scales and questionnaires, and teacher evaluation surveys on student adjustment and workshop training.

Principals and assistant principals fix length of assignments for such infractions as truancy, fighting, insubordination, skipping class, excessive absence, and dress code violations. Clinic staff determine when services may end for students who refer themselves to the program for counseling. The program's capacity is 25 students; average assignment is 3 days.

When students enter the program, they sign in and complete an open-ended sentence instrument on "myself." Students complete regular class assignments and receive individual and group counseling with a master teacher. Students assigned for misconduct are not allowed to eat during regular lunch periods and are prohibited from socializing with their friends. Parent involvement is encouraged through a school-community liaison worker assigned to the clinics. A key element to the success of the program is the dedication and commitment of the clinics' staff.

PROGRAM INFORMATION:

Name: Carencro High Intervention Program

Location: Lafayette Parish School Board
Lafayette, LA 70501

Contact: Don Bourgeois
Principal
Carencro High School
Rt. 2, Box 5562
Lafayette, LA 70507
(318-896-6192)

Students Served - Grades 9-12
Staffing - 1 professional; 1 paraprofessional
Facility - Regular assigned classroom
Cost per year - $25,000.00
Funding Source - Federal funds (ESAA)

DESCRIPTORS:

- Time-Out Room
- Values Clarification

PROGRAM DESCRIPTION:

The Carencro High Intervention Program began in 1977 and has expanded to all five high schools in the Parish. The total student population served is 9,000; 77 percent are nonminority, and 23 percent are minority. A teacher/counselor oversees the program in the Self-Discipline Center, an assigned classroom, at each site.

The program goal is to create a classroom and campus atmosphere conducive to learning. Its ten objectives are based on Glasser's Reality Therapy model. Extensive preplanning and inservice training for administrators, faculty, and program staff were provided before implementation. Evaluation measures include the number of student/teacher conflicts, the number of discipline referrals, the number of suspensions, parental attitudes, student attitudes toward misbehavior, and teacher attitudes on the disciplinary climate. The 1978-79 school year results show a 70 percent reduction in discipline referrals to administrators, 49 percent reduction in suspensions, reduction in vandalism, and a 98 percent program approval rating by teachers.

A teacher/student conference resulting in a signed student commitment to correct the behavior problem begins the program. If the commitment is broken, a counselor/student conference develops another commitment to change behavior. The next infraction results in contact with parent(s) and assignment to the Self-Discipline Center where the student is expected to develop a behavior improvement plan with the teacher/counselor. Assignment is full time until an acceptable plan is developed. Students assigned to the center more than five times are suspended out-of-school. Reentry is through the center. The average length of assignment is two days.

During assignment, students complete regular classwork with the assistance of the teacher/counselor and aide. Individual counseling is an integral

part of the day. Students are isolated and closely supervised; participation in extracurricular activities and socialization with peers are prohibited.

This program has been featured at state and national conferences, in publications of the National Association of Secondary School Principals and on television programs concerned with school discipline. Program staff provide technical assistance to other schools developing positive discipline programs.

PROGRAM INFORMATION:

Name: Emergency School Aid Act - Basic Program

Location: Caddo Parish School System
Shreveport, LA 71130

Contact: Sadie D. Smith
Director of ESAA
P.O. Box 37000
Shreveport, LA 71130
(318-636-0210)

Students Served - Grades 9-12
Staffing - 12 professionals
Facility - Regular assigned classroom
Cost per year - $295,000.000
Funding Source - Federal funds (ESAA)

DESCRIPTORS:

- In-School Suspension Center

PROGRAM DESCRIPTION:

The ESAA Basic Program began in 1974 and serves 15,000 student in grades 9-12 in 10 senior high schools. Each school site provides a regular assigned classroom called a "Reclamation Room" staffed by a full-time teacher. Three administrators coordinate the program services in the district. The student population served is 52 percent minority and 48 percent nonminority.

The goal of the program is to reduce out-of-school suspensions. Referral reports are compiled at nine week intervals, and suspension reports are monitored each nine weeks. Statistical comparisons of suspension data and recidivism rates are used to evaluate the program.

Students are assigned to the Reclamation Room by principals and assistant principals for such infractions as insubordination, skipping class, dress code violations, absence from school, and vandalism. Assignment to the program may be full time or part time for the duration of the stay which is fixed at the time of referral. The average length of assignment is three days.

During a typical day in the program, students are assisted with their regular assignments by the Reclamation Room teacher. Group and individual counseling sessions are a regularly scheduled part of each day. Students are prohibited from fraternizing with friends; lunch and breaks are closely supervised and scheduled at times different than those for students in the regular school program.

Understanding and support by regular classroom teachers and more parental involvement are goals identified for program improvement.

PROGRAM INFORMATION:

Name: Intervention Room Program

Location: New Orleans Public Schools
New Orleans, LA 70130

Contact: Mr. J. Harold Boucree
Supervisor, Intervention Room Program
New Orleans Public Schools
731 St. Charles Avenue
New Orleans, LA 70130
(504-527-0481)

DESCRIPTORS:

- Counseling Services
- PASS Adoption
- Time-Out Room

Students Served - Grades K-8
Staffing - 1 professional per site
Facility - Regular assigned classroom
Cost per year - $123,000.00
Funding Source - State funds (Title XX); local district budget

PROGRAM DESCRIPTION:

The Intervention Room Program began operation in 1974 and serves children in six elementary and middle schools in the district. Total district enrollment is 87,000 students; 84 percent are minority, and 16 percent are nonminority. Each site provides a regular assigned classroom staffed by a counselor/facilitator.

The program separates the disruptive student from the classroom environment and provides a "cooling off" period to reduce the probability of suspension. It emphasizes prevention of disruptive incidents through an identification process and concentration of program effort. Program staff experiment with different learning approaches and observe student reaction to behavioral change efforts. In addition to working directly with students, the program provides information to teachers and families on intervention methods that are successful in influencing desirable behavior changes.

Measures used to collect information include reasons for referral, types of services provided, length of service per individual, and results of service data.

Students may be referred to the program by principals, assistant principals and teachers for violations of school and district rules, regulations, and codes of conduct, academic deficiency, and counseling services. Students may also request placement themselves. Assignment may be part time or full time for the duration of the stay which is dependent upon student reaction and progress as determined by the program staff. The length of stay may vary from one period a day to no longer than three consecutive full-time days.

While in the Intervention Room, students receive counseling by the facilitator. A variety of techniques and strategies are used including behavior contracts, values clarification activities, and reality therapy. On-going small group discussions and individual counseling are provided after the students return to the regular program. No special restrictions are placed on students. Parental and staff involvement activities are also provided.

PROGRAM INFORMATION:

Name: Student Assistance Center (SAC)

Location: St. Charles Parish Public Schools
Destrehan, LA 70047

Contact: Ms. Alvera Larks
SAC Counselor
Destrehan High School
P.O. Drawer A
Destrehan, LA 70122
(504-764-9946)

Students Served - Grades 9-12
Staffing - 2 professionals; 1 paraprofessional
Facility - Regular assigned classroom
Cost per year - Not available
Funding Source - Federal funds (ESAA)

DESCRIPTORS:

- Counseling Services
- In-School Suspension Center
- Time-Out Room

PROGRAM DESCRIPTION:

The Student Assistance Center began in 1976 and serves senior high school students. The total student population in grades 9-12 is 1,100 (51 percent nonminority and 49 percent minority). SAC provides a regular assigned classroom staffed by a counselor and an aide. A social worker interviews students, serves as a liaison between the school, student, parent and community, and designs activities to assist teachers in establishing a positive and reinforcing environment for students.

Program components include in-school treatment as an alternative to forced departure from school, a testing and counseling program which will diagnose academic deficiencies, and individual assistance to eliminate identified deficiencies. Students maintain regular classwork while receiving assistance in developing positive attitudes toward themselves and others through counseling. Evaluation measures include the number and rate of repeat offenders and feedback from teachers, parents, and students. Students and parents are involved in advisory committees at the school and district level.

Students may be referred to the Center by the principal, assistant principal, or teachers for any violation of school and district rules, regulations, or codes of conduct except substance use. Students may also request service themselves. Assignment may be full time or part time, and length of assignment is dependent upon student response to treatment. The average length of assignment is one day.

Upon entering the center, students fill out data forms, receive assignments from regular classroom teachers, and participate in group values clarification activities and "rap" sessions. Development of a good behavior contract is required before a return to the regular school program is recommended. Students are isolated from the student body and prohibited from participating in school activities while in the center.

PROGRAM INFORMATION:

Name: Advocate Program (In-School Restriction)

Location: Waterloo Middle School
Baltimore, MD 21227

Contact: David C. Lowewell
Assistant Principal
Waterloo Middle School
6789 Waterloo Road
Baltimore, MD 21227
(301-799-7355)

DESCRIPTORS:

- Counseling Services
- In-School Suspension Center
- Ombudsperson
- Peer Counseling

Students Served - Middle and high school
Staffing - 10-15 professionals (volunteer); 4 paraprofessionals
Facility - Designated space
Cost per year - No cost
Funding Source - —

PROGRAM DESCRIPTION:

The Advocate Program began operation in 1978 and served students in 1 of 11 middle schools. Staffing depends upon volunteers from the professional staff. No separate space is required, but study carrels are provided for students in the program.

Goals of the Advocate Program include decreasing out-of-school suspensions in target and total school populations, reducing disciplinary referrals for the target and total school populations, increasing the number of instructional hours and the continuity of instruction for the target population, and providing students an opportunity to avoid negative behavior.

Evaluation includes statistical comparisons of referrals, suspensions, and instructional hours and pre and post implementation analysis of teacher, student, and parent questionnaires. Data show an overall 75 percent decrease in out-of-school suspensions and a 50 percent decrease in disciplinary referrals after 2 years. Evaluation results were used in a major modification of the school's disciplinary process and minor guideline modifications.

The principal and assistant principals may refer students to the program for any disciplinary offenses except fighting, substance abuse, and intimidation. Full or part-time assignment is fixed upon entry; however, length of assignment also depends on individual progress. The average is one to two days. Students may be assigned as special advocates if selected by a committee composed of the program developer, coordinator, and a teacher.

An orientation interview with the coordinator introduces program guidelines and enlists a commitment to this disciplinary action. The coordinator escorts the student to the advocate teacher who assumes supervisory and instructional responsibility. The student works in a study carrel in the advocate teacher's room and is provided assignments from regular classes via aides. Academic work must be completed and points must be earned from a check sheet of appropriate behavior. Students are prohibited from socializing, eating lunch with peers, and participating in extracurricular activities. Program strengths include ease of administration, no added cost benefit, and student commitment to the disciplinary action assigned.

PROGRAM INFORMATION:

Name: Comprehensive Approach for Multi-Suspended Students (CAMS)

Location: Baltimore County, MD

Contact: Dr. Daniel Safer
Director, Youth Services
ECMHC
9100 Franklin Square Drive
Baltimore, MD 21237
(301-687-6500)

Students Served - Junior and senior high school
Staffing - 4.5 professionals; 10 paraprofessionals
Facility - Separate space
Cost per year - $150,000.00
Funding Source - Federal funds (LEAA); Baltimore County Health Department

DESCRIPTORS:

- Behavior Modification

PROGRAM DESCRIPTION:

CAMS began operation in 1973 and serves junior and senior high school students in three schools. The total student population is 95 percent nonminority and 5 percent minority. Separate space for 120 students is provided, and a full-time staff of 4 psychologists is supported by 10 paraprofessionals.

Th goal of CAMS is to provide a more satisfactory and more successful school experience for high risk junior and senior high school students with behavior problems. Pre and post measures used to gather program information include: Wide Range Achievement Tests, attendance, grade reports, suspensions, office visits, expulsions, and disciplinary transfers. A control group was used for evaluation purposes.

Principals and assistant principals may assign students to the program for recurrent infractions such as fighting, insubordination, substance use, and vandalism. Assignment is full time for a term of stay, dependent upon student reaction and progress as determined by the program staff. The average length of stay is 1 1/2 school years.

Students in CAMS receive major subject instruction during the morning and physical education in the afternoon. Few students select minor subject offerings. Early dismissal, game room activities, or resource room activities may be earned for the balance of the day. Students are supervised in the cafeteria.

PROGRAM INFORMATION:

Name: Contract Room

Location: Wilde Lake High School
Columbia, MD 21044

Contact: Donald L. Matthews, Principal
Wilde Lake High School
5460 Trumpeter High School
Columbia, MD 21044
(301-730-5607)

Students Served - Senior high school
Staffing - 1.2 professionals
Facility - Regular assigned space
Cost per year - 1.2 full-time positions per contract cost
Funding Source - Local district budget

DESCRIPTORS:

- In-School Suspension Center
- Behavior Modification
- Values Clarification

PROGRAM DESCRIPTION:

The Contract Room began operation in 1977 and serves 950 senior high school students, 70 percent nonminority and 30 percent minority. The Contract Room is located in a regular assigned classroom.

The goal of the Contract Room is to reduce out-of-school suspensions and discipline occurrences through assistance to students in modifying the behavior which resulted in assignment to the Contract Room. Data are collected on suspension rates and disciplinary referrals, and comparisons are made with other high schools in the county that do not have the program.

Students are referred to the program by the principal, assistant principal, or administrative assistant for such infractions as truancy, fighting, insubordination, skipping class, excessive tardiness, and vandalism. The minimum length of assignment is one day. Exit from the Contract Room depends upon completion of a reality plan and approval of the Contract Room Supervisor, the referring teacher, the guidance counselor, and an administrator. Average length of assignment is one day.

Upon assignment to the Contract Room, the student must complete a contract to improve behavior with the assistance and approval of the supervising teacher. The remainder of the day, the student is isolated from peers and closely supervised while completing regular class assignments. After school the student must obtain approval for the behavior plan from the referring teacher. A guidance appointment is scheduled for the first period of the following day, and a conference with an administrator is necessary for readmittance to regular classes. If these conditions are not met, the student remains in the Contract Room until the required steps are completed. If reassignment to the program occurs, individualized learning packets on school rules and behavior must also be completed.

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PROGRAM INFORMATION:

Name: Save-A-Youth

Location: Dorchester County Board of Education
Cambridge, MD 21613

Contact: Lloyd R. Davis, Administrator of Special Programs
Dorchester County Board of Education
Box 619
700 Glasgow Street
Cambridge, MD 21613
(301-228-4747)

Students Served - Grades 9-12
Staffing - 1 professional; 1 paraprofessional
Facility - Regular assigned classroom
Cost per year - $67,000.00
Funding Source - Federal funds (ESEA-Title IV-C)

DESCRIPTORS:

- Counseling Services
- In-School Suspension Center
- Academic Services

PROGRAM DESCRIPTION:

The Save-A-Youth Center began operation in 1977 and serves students in one of the two high schools in the county. The total student population is 57 percent nonminority and 43 percent minority. The program is assigned a regular classroom staffed by a teacher and an aide and supported by the administrative and guidance staffs.

The center's program emphasizes attitudinal change and self-discipline through the utilization of self-awareness techniques. Students are given opportunities to explore available avenues of redress for times when they feel they have been unfairly treatd. Procedures used to gain information on program effectiveness include the level of student achievement during and after a stay in the center, comparison of the yearly number of suspensions and expulsions, and the number of students served who have remained in school. Statistics gathered over three years show a 58 percent decrease in suspensions and a 76 percent decrease in expulsions.

Students may be assigned to the center by the principal or assistant principal for any violation of school and district rules and regulations. Assignments may be full or part time and are dependent upon the program staff's determination of the student's progress. The average is 25 days. Assigned students complete the SRA Reading Test, the Math Index and the Minnesota Counseling Inventory.

Participating students complete assignments provided by regular classroom teachers during periods comparable to the normally scheduled program day. The last period is used for counseling and independent work. Full-time students are escorted in the building and denied participation in any extracurricular activity. Part-time students have no restrictions. Cooperative arrangements with the regular faculty and administrative support are seen as key elements in the success of the program.

PROGRAM INFORMATION:

Name: Supervised Discipline Center

Location: Prince George's County Public Schools
Upper Marlboro, MD 20870

Contact: Mrs. Patricia J. Martin
Pupil Services Specialist
14524 Elm Street
Prince George's County Public Schools
Upper Marlboro, MD 20870
(301-952-4404)

Students Served - Junior and senior high school
Staffing - 30 professionals
Facility - Regular assigned classroom
Cost per year - 460,000.00
Funding Source - Local district funds

DESCRIPTORS:

- In-School Suspension Center
- Academic Services

PROGRAM DESCRIPTION:

Supervised Discipline Centers are located in 29 of 41 junior high schools and 1 of 19 senior high schools. The centers began operation in 1977 and are assigned a classroom in each school participating in the program. The total junior and senior high school population in the County is 67,000; 53 percent are nonminority students, and 47 percent are minority students.

The goals of the centers are:

- to provide an alternative disciplinary strategy to short-term, out-of-school suspension, and
- to provide students an opportunity to continue the educational process in an environment removed from the classroom.

Center goals are evaluated by comparing individual school suspension data before and after implementing the program and by comparing county-wide suspension data before and after program implementation. Other evaluation methods are being reviewed to increase information available for program planning.

Students may be assigned to the centers for any violation of the disciplinary rules, regulations, or codes of the school and district. Principals and assistant principals control assignment to the centers. The student is assigned full time for the duration of the stay which is fixed at the time of entry into the center. The average length of assignment is one to three days, but center time may be extended if academic work is not completed.

Students report to the Supervised Discipline Center for the full school day and complete academic assignments from their regular classes with assistance from the center teacher. They do not participate in school activities and are isolated from peers for the entire day.

PROGRAM INFORMATION:

Name: Alternative Education Program

Location: School District of the City of Pontiac
Pontiac, MI 48058

Contact: Joseph R. Romero, Jr.
Principal, Alternative School
Perdue Educational Center
25 S. Sanford
Pontiac, MI 48058
(313-857-8576)

DESCRIPTORS:

- Alternative School
- In-School Suspension Center

Students Served - Grades 7-12
Staffing - 21 professionals; 15 paraprofessionals
Facility - Separate facilities
Cost per year - $360,000.00
Funding Source - Federal funds (Title I); state funds; local district budget; private foundations

PROGRAM DESCRIPTION:

The Alternative Education Program began operation in 1969 and serves students in grades 7-12. The secondary student population totals 8,000; 53 percent are minority, and 47 percent are nonminority. Two separate facilities are provided. One is for students in grades 7-9, and one serves students in grades 10-12.

The goals of the Alternative Education Program are to provide academic classes for students unable to function in a regular school program which will allow them to earn a diploma, and to provide multiple support services to assist students to overcome and/or cope with emotional, academic, social, family, and career-related problems.

Evaluation measures include pre and post achievement testing, individual psychological and education assessments, and the number of students returned to the regular school and/or graduated.

Students are interviewed by the district Director of Pupil Personnel for referral to the program. Any violation of school and district rules, regulations, and codes of conduct may constitute reason for referral. Also, students, parents, and judicial officials may request referral. After the initial referral, the student is interviewed by the program administrator and tested in reading. Assignment to the program may be full time or part time for a term decided at the time of entry or dependent upon student reaction and progress in the program. Length of assignment varies from one reporting period to four years.

The Alternative Education Program provides a full range of academic, vocational, and special education classes. Many supportive services are available. Breakfast and lunches are served; job placement activities are offered; and a parent liaison leader directs parental involvement activities. No special restrictions are placed on students in the program.

PROGRAM INFORMATION:

Name: Alternative Learning Center

Location: Grand Rapids Public Schools
Grand Rapids, MI 49503

Contact: Walter L. Burt, Ph.D., Director of Equal Education Opportunity Programs
143 Bostwick Avenue, N.W.
Grand Rapids, MI 49503

Students Served - Grades 7-12
Staffing - 7 professionals
Facility - Regular assigned classroom
Cost per year - $125,000.00
Funding Source - Federal funds (ESAA); local district budget

DESCRIPTORS:

- In-School Suspension Center
- Academic Services

PROGRAM DESCRIPTION:

The Alternative Learning Center began operation in the 1975-76 school year and serves approximately 12,000 students in grades 7-12. The centers are located in 6 of the 12 junior and senior high schools. The student population is made up of 63 percent nonminority and 37 percent minority students.

The primary goal of the centers is to provide a "learning center" for those students who would otherwise be suspended from school. A corollary to this would be to reduce the overall number of suspensions in the Grand Rapids schools.

To be sure the program goals are being met, the district office of curriculum planning and evaluation conducts a yearly independent evaluation of the program. Based upon these findings, with input from project management, an assessment is made to determine the degree of attainment of all program goals and objectives. Findings in the evaluation are submitted to the superintendent, the board of education, and other district personnel. From the 1976-1977 school year to the present school year, out-of-school suspensions have dropped considerably.

Students may be assigned to the centers for any violation of school and district rules and regulations. The principal and assistant principal may assign students to a center. The average length of assignment to the program is three days, and the student may be assigned to the program full or part time.

During the day, students are assigned homework from their teachers. The amount depends upon the number of days the student is assigned. Students are required to have all assignments completed prior to their return to the regular classroom. The ALC teacher provides tutorial assistance, and students receive credit for all completed work.

PROGRAM INFORMATION:

Name: ALPHA (Alternative Learning Program for High School Age)

Location: Livonia Public Schools
Livonia, MI 48154

Contact: G. Michael Abbott and Fred Hanert
Co-Directors: ALPHA
30200 Lyndon Avenue
Livonia, MI 48154
(313-453-6966)

Students Served - Senior high school
Staffing - 2 professionals; 1 paraprofessional
Facility - Separate assigned space
Cost per year - Not available
Funding Source - Local district budget

DESCRIPTORS:

- Counseling Services
- Ombudsperson
- Values Clarification

PROGRAM DESCRIPTION:

ALPHA began operation in 1972 and serves two of four senior high schools in the district. The total senior high school population is 8,600 students who are predominantly nonminority. A separate assigned space of three classrooms in an elementary school staffed by a teacher, counselor, and a paraprofessional is provided for the program.

ALPHA is designed to assist students in decision making, to improve other listening and responding skills, and to assist students in developing a personal philosophy.

Evaluation measures include monitoring the number of students eventually earning a high school diploma after entering the program and informal checks on attendance and behavior of ALPHA students at their regular high school.

Students may be referred to the program by principals, assistant principals, teachers, the program director, parents, or students themselves. Referral to the program may be for violations of school and district rules and regulations. Students are not assigned; they are recommended and interviewed by the program director with their parent(s). Upon entry to the program, a commitment sheet must be signed. Students can remain in the program for as long as they desire if they are fulfilling requirements.

While in ALPHA, students attend one of two 2-hour morning workshops. The rest of the school day is spent attending classes at the regular high school, working on independent study courses, participating in community service, and/or gaining work experience. Students must abide by the rules of the school where the program is housed and provide their own transportation.

One of the program's strengths is heterogeneous grouping. One-half of the students volunteer to be in the program and are having no problems in the regular school; the other half of the students have had disciplinary problems and have been excluded from class. This program participates in the statewide School Youth Advocacy Center.

PROGRAM INFORMATION:

Name: School Youth Advocacy

Location: 12 School Districts in Michigan

DESCRIPTORS:

- Counseling Services
- In-School Suspension Center
- Ombudsperson

Contact: Gwen McIntosh
Program Director, School Youth Advocacy
300 South Capitol Avenue
Lansing, MI 48909
(517-373-8225)

Students Served - Junior and senior high school
Staffing - 5 professionals
Facility - Regular assigned space in participating schools
Cost per year - $36,500.00 per school
Funding Source - Federal funds (LEAA)

PROGRAM DESCRIPTION:

The School Youth Advocacy program began operation in 1973 and is serving 11,000 students in junior and senior high schools in 12 school districts throughout the state of Michigan. Five teachers provide training and technical assistance to participating districts.

Goals of the School Youth Advocacy program are student and teacher related. Students will develop improved attitudes toward themselves, others, and school. They will also show improvement in academic achievement (cognitive skills).

Teachers will develop a more positive attitude toward the student who is experiencing difficulty in the school setting. Formal evaluation procedures are used to gather data on overall program goals, and data on individuals are gathered at participating sites.

Students may be referred to the program by school personnel, parent(s), community agencies, the juvenile justice system, family courts, and by students themselves. Participation in the program is by student choice and commitment. The Rotter Scale of Internal-External Locus of Control is administered to students prior to involvement in the program. Students participate full time until students and program staff agree that a return to the regular program is desirable. The average length of stay of 10 to 12 weeks varies by school site.

School Youth Advocacy personnel assist school sites in planning, implementing, and evaluating a program specific to the sites' needs. Training is provided for parents, school staff, and program staff. Each school site provides workshops for students in guided group interaction during a part of the day. Other activities are specific to the program site and may include academic, social, and personal work in the program, school, and community. No added restrictions are placed upon students in the program.

PROGRAM INFORMATION:

Name: Student Development Center

Location: Oak Park Schools
Oak Park, MI 49237

Contact: Harold Makinen
Oak Park Schools
13900 Granzon
Oak Park, MI 49237
(313-548-0200)

DESCRIPTORS:

- Alternative School
- In-School Suspension Center
- Academic Services
- Values Clarification
- Work-Centered Activities

Students Served - Not available
Staffing - 2 professionals, 3 paraprofessionals
Facility - Separate space
Cost per year - $81,000.00
Funding Source - Local district budget; state funds

PROGRAM DESCRIPTION:

The Student Development Center is a separate facility with an office suite and four classrooms that began operation in 1971. The maximum capacity of the center at any one time is 30 students.

The center's goals are to obtain an 85 percent attendance rate for each student, to reduce disciplinary contacts for each student while at the center and after return to the regular school, and to achieve an academic growth of one month for each month the student is in attendance.

Program goals are evaluated through measures of student attendance, comparisons of disciplinary contact before assignment to the center and after return to the regular program, and individual student achievement test scores.

Students may be referred to the center for any violation of school and community regulations or laws and while awaiting trial or reentering the district from an institutional setting. School personnel, parents, the juvenile justice system, community agencies, and students themselves may refer to the center. The program director conducts a pre-entry interview with the students and parent(s). The length of assignment varies with each student and may be for part of the day or full time. The program director, in coordination with parent(s), staff, and student, determines when a student is ready for return to a regular school program. Program assignment averages 90 days per participant.

Students assigned to the center attend academic classes in the morning and participate in work activities, vocational school courses, or center activity programs in the afternoon. Students are banned from their home school during regular school hours, but they may participate in all after-school programs.

PROGRAM INFORMATION:

Name: Alternative Learning Center

Location: Bemidji School District 31
Bemidji, MN 56601

Contact: Nicholas J. Miller
Assistant Principal
Bemidji High School
15th and Beltiami Avenue
Bemidji, MN 56601
(218-751-2160)

DESCRIPTORS:

- In-School Suspension Center
- Academic Services

Students Served - Junior and senior high school
Staffing - 1 professional; 1 paraprofessional
Facility - Regular assigned classroom
Cost per year - $25,000.00
Funding Source - Local district budget

PROGRAM DESCRIPTION:

The Alternative Learning Center began operation in 1977 and serves 2,300 students in the junior high and senior high schools. It is located in a regular assigned classroom at the high school. The total student population is 92 percent nonminority and 8 percent minority.

The major goals of the center are to motivate students to accept responsibility for their behavior and their education, and to respect themselves and others. The program is designed to provide special help for the student who is having difficulty functioning in the regular school program, and it emphasizes individualized study, counseling, and concern for personal needs.

Students are assigned to the center by principals or assistant principals for violations of school and district rules, regulations, and codes of conduct. The length of assignment is determined at the time of entry, but it may be reduced or increased depending on behavior and achievement at the discretion of the center staff. Center assignment is full time and averages three days for each student.

An entry interview is held with the assistant principal, and an educational contract between the student and the school is negotiated. While in the center, a student completes assignments provided by the regular teachers and individualized learning packets and behavior modification activities provided by the center. At least one conference is arranged for the student with a school counselor during the assignment to the center. The educational contract is reviewed before re-entry into the regular school program. Students are closely supervised, isolated from peers, and ineligible for extracurricular activities while in the center. Students are readmitted to regular classes only after a parental conference has been held to determine the student's future at the school. The parental conference may be waived if the problem is not serious.

PROGRAM INFORMATION:

Name: In-School Suspension Program

Location: Three Districts in Minnesota

Contact:

James Galuska
ISS Coordinator
Columbia Heights
High School
Columbia Heights, MN 55421
(612-571-9601)

Richard Jenkins
ISS Coordinator
Alexander Ramsey
High School
St. Paul, MN 55113
(612-633-8150)

Daniel Jacobs
ISR Coordinator
Forest Lake High
School, Forest
Lake, MN 55025
(612-464-3313)

DESCRIPTORS:

- In-School Suspension Center

Students Served - Junior and senior high school
Staffing - 1 professional per site
Facilitiy - Regular assigned classroom
Cost per year - $12,000 - $16,000 per site
Funding Source - Local district budget

PROGRAM DESCRIPTION:

Columbia Heights represents the prototype program begun in 1972. Roseville and Forest Lake adopted the model program in 1979. Student population ranges from 6,000 to 9,000 pupils in each of the 3 districts and is predominantly nonminority.

In-School Suspension began as a response to a smoking problem in two of the districts. It was seen as a positive punishment. Students are assigned to ISS by assistant principals for violations of school and district rules, regulations, and codes of conduct that could result in suspension. Assignment is full time and averages two to six days per assignment. While assigned to ISS, students are expected to do assigned work in addition to regular class requirements. Additional days of assignment may be added if all work is not completed.

Social interaction with peers is restricted during lunch and break times, and silence is enforced within the ISS room. These punitive measures constitute the deterrent effect of the program. Many students consider ISS a positive academic experience as it permits them to stay apace or even exceed regular class requirements.

PROGRAM INFORMATION:

Name: Alternative Classroom

Location: Columbia Public Schools
Columbia, MS 39429

Contact: Dr. Dannye Long
ESAA Project Director
Columbia Public Schools
613 Bryant Avenue
Columbia, MS 39429
(601-736-2165)

Students Served - Grades 6-8
Staffing - 1 professional; 1 paraprofessional
Facility - Regular assigned classroom
Cost per year - $13,500.00
Funding Source - Federal funds (ESAA)

DESCRIPTORS:

- In-School Suspension Center
- Academic Services
- Values Clarification

PROGRAM DESCRIPTION:

The Alternative Classroom began operation in 1978 and serves 550 students in grades 6-8. The total student population is 61 percent nonminority and 39 percent minority. A regular classroom staffed by a teacher/counselor and supported by a paraprofessional is the center of the program.

The goal of the Alternative Classroom is to reduce the disproportionately high incidence of suspension and other disciplinary actions involving minority students in grades six through eight. Statistics on suspension and other disciplinary actions are maintained throughout the year and compared to previous years. Measures of factors felt to influence behavior and used to provide program information include an hostility inventory, a parent-adolescent communication inventory, Coopersmith's Key Concept Inventory, and student and teacher rating sheets. Since the program began, significant statistical improvement has been demonstrated by the evaluation measures.

Students may be assigned to the classroom by the principal and assistant principal for such infractions as truancy, fighting, insubordination, skipping class, substance use, and vandalism. Assignment to the program is full time for the duration of the stay which is fixed at the time of entry. The average length of assignment is three days.

During a typical day, students complete assignments made by regular classroom teachers, participate in a group counseling period, receive individual reading and mathematics instruction as needed, and may receive individual counseling. Students are prohibited from socializing and participating in regular school activities. Home visits to involve parents in changing student behavior patterns are a helpful adjunct to the classroom.

PROGRAM INFORMATION:

Name: Alternative Learning Centers

Location: DeSoto County Public Schools
Hernando, MS 38632

Contact: Mr. Billy McCord
655 Holly Springs Road
Hernando, MS 38632
(601-368-5271)

DESCRIPTORS:

- Counseling Services
- In-School Suspension Center

Students Served - Junior and senior high school
Staffing - 1 professional; 1 paraprofessional per site
Facility - Regular assigned classroom
Cost per year - $150,000.00
Funding Source - Federal funds (ESAA)

PROGRAM DESCRIPTION:

Alternative Learning Centers began operation in 1979 and serve junior and senior high school students in seven of the schools in the district. Student enrollment totals 12,600; 78 percent are nonminority, and 22 percent are minority students. Each site provides a regular assigned classroom staffed by a guidance counselor and an aide. A central administrator and supervisor provide assistance.

The goals of the centers are:

- to reduce the number of suspensions,
- to reduce the suspension recidivism rate,
- to reduce disproportionate disciplinary actions for minority students,
- to reduce the number of discretionary suspensions, and
- to reduce student absences.

Students may be referred to the centers by principals or assistant principals for any violation of school and district rules and regulations. Assignment may be full time or part time for the duration of the stay which is fixed at the time of entry into the program. Minimum assignment is 3 days, maximum is 10 days, and the average length of assignment is 5 days.

Upon assignment to a center, students are given a battery of staff developed assessment devices which measure skills, abilities, attitudes, and perceptions of self. Students complete regular classroom work and assignments and participate in regularly scheduled individual and group counseling activities.

PROGRAM INFORMATION:

Name: Alternative Learning Center (ALC)

Location: Parkway School District
Chesterfield, MO 63017

Contact: T. Randle Dennison
Assistant Principal
South Parkway Junior High
750 Woods Mill Rd.
Manchester, MO 63011
(314-527-0270)

Students Served - Junior and senior high school
Staffing - 1 professional per site
Facility - Regular assigned classroom
Cost per year - 1 staff salary per site
Funding Source - Local district budget

DESCRIPTORS:

- In-School Suspension Center
- Academic Services

PROGRAM DESCRIPTION:

Alternative Learning Centers began operation in 1975 and serve junior and senior high school students in 8 of 10 secondary schools in the district. Total student enrollment in the district is 24,000 students; 95 percent are nonminority, and 5 percent are minority. Each site is a regular classroom staffed by a counselor and teachers on a rotating basis of one period each.

Goals of the centers are:

- to improve behavior and academic skills,
- to elicit student frustations and help overcome them, and
- to develop a trusting relationship with the student.

Annual records are kept of the various types of discipline problems, and student achievement information is monitored to provide data on program effectiveness.

Students may be assigned to the centers by principals and assistant principals for such infractions as truancy, fighting, insubordination, skipping class, absence from school, vandalism, and other violations such as smoking, theft, and offensive language. Assignment to the center is full time for the duration of the stay. Assignment length depends upon student reaction and progress as determined by the program staff. The average length is five days.

While in the centers, students work on regular classroom assignments provided by their teachers under the tutelage of the program staff. Counseling is available. Parents must visit the school to sign the student into the program and to attend the exit interview with the student and an administrator. Students are totally isolated from the general student body during the school day and are prohibited from riding the school bus.

PROGRAM INFORMATION:

Name: Interim Education Center (IEC)

Location: Fort Osage School District
Independence, MO 64050

Contact: Richard Franklin, Principal
Fort Osage High School
RR #2, Box 928
Independence, MO 64050
(816-796-3491)

DESCRIPTORS:

- In-School Suspension Center
- Academic Services

Students Served - Junior and senior high school
Staffing - 1 professional
Facility - Regular assigned classroom
Cost per year - $13,000.00
Funding Source - Federal funds; local district budget

PROGRAM DESCRIPTION:

The Interim Education Center began operation in 1977 and serves 1,350 junior and senior high school students in the district. A regular classroom staffed by a teacher and supported by counselors, administrators, and student aides is provided for the program.

IEC provides an opportunity for students who would otherwise be suspended out-of-school to continue academic work in an in-school suspension alternative. The amount of instructional time lost by students and parental feedback are used to evaluate program effectiveness.

Students may be assigned to IEC by the principal and assistant principal for any violation of school and district rules and regulations except substance use. Assignment is full time for the duration of the stay which is fixed at the time of entry but may be extended for lack of cooperation. Length of assignment varies from one to ten days and averages three to five days. Students may be assigned no more than twice per semester.

While in IEC, students on short-term assignment (1-3 days) work on regular class assignments. Students on long-term assignment (5-10 days) may also work on special units dealing with career education, self-discipline, and maturity. Counseling is provided as needed. Students are isolated from the general student body, closely supervised, and prohibited from participating in extracurricular activities.

PROGRAM INFORMATION:

Name: Bryan Extension Center

Location: Lincoln Public Schools
Lincoln, NE 68503

Contact: Ted McCartney, Principal
1801 South 40
Lincoln, NE 68560
(402-489-8659)

DESCRIPTORS:

- Alternative School
- In-School Suspension Center
- Behavior Modification
- Work Centered Activities

Students Served - Grades 7-12
Staffing - 17 professionals; 8 paraprofessionals; student teachers
Facility - Separate school
Cost per year - $300,000.00
Funding Source - Federal Vocational Education Act, state funds, local district budget

PROGRAM DESCRIPTION:

The Bryan Extension Center opened in 1970 and serves nearly 13,000 junior and senior high school students in the city; 95 percent of whom are nonminority. The Center is located in a separate school facility with a capacity for 180 senior and 130 junior high school students.

The center's goal is to provide a complete program of educational experiences to satisfy a variety of needs. The program provides appropriate assistance to students unsuccessful in regular programs in order that they may achieve their maximum educational, social, and personal potential. The Center coordinates with other schools, agencies, and programs in diagnosing, treating, and rehabilitating drop-outs and/or potential drop-outs. Work-study programs providing employment skills are available for those students not seeking a high school diploma. The center also provides social and educational skills for successful community involvement. Through these programs, the center hopes to understand the needs of discontented students so that they may be met by existing educational structures.

The center prepares a yearly evaluation report to fulfill funding source requirements. Quarterly reports include the number of students in the program, the number of courses completed, and the number of courses offered. Out-of-school suspensions have averaged .3 percent (40) of the population served over the last 4 years.

The district's Student Services Department may assign students to the center for any infraction listed in the disciplinary code. Assignment may be full or part time, and the length of placement may vary from six weeks to three years. Return to the regular school program depends on the program team's evaluation of student progress.

The center operates from 7:00 a.m. to 9:00 p.m. and provides individualized instruction in four program components. The components provide the appropriate combination of academic and/or vocational education, and community involvement based on grade level and assessment of need. In addition, a strictly structured, punitive Alternative Suspension Program, designed to discourage repeat attendance in the program, operates in the evening.

PROGRAM INFORMATION:

Name: Comprehensive Guidance Program

Location: Montclair Public Schools
Montclair, NJ 07042

Contact: Dr. Jean Price
Assistant Superintendent for Pupil Service
Montclair Public Schools
Montclair, NJ 07042

Students Served - Grades 1-12
Staffing - 1 professional per site
Facility - None
Cost per year - $115,000.00
Funding Source - Federal funds (ESAA); local district budget

DESCRIPTORS:

- Counseling Services

PROGRAM DESCRIPTION:

The Comprehensive Guidance Program has been supported by ESAA funds since 1975. It is part of the district-wide voluntary integration plan. The program operated in 1977-78 at the high school, two middle schools and two target elementary schools. The program staff function primarily as counselors and liaisons between the home, the schools, and community agencies. At the elementary and middle school sites, there is one home school liaison position per building. The high school has two comprehensive guidance interns. The interns are part of the regular guidance program.

The goals of comprehensive guidance are to reduce the effects of minority group isolation, and to improve communication between the home and school through extended and supplemental guidance service to students.

Assignment to the program can be through a teacher, administrator, parent, or self-referral. Once assigned, the student remains in the program for the entire school year. However, actual service -- usually one-to-one counseling, small group counseling, resource information, or home intervention -- is usually provided on a demand or need basis. At the high school and middle schools, linkages between comprehensive guidance staff and regular counselors are built into the program.

PROGRAM INFORMATION:

Name: An Alternative Program of Discipline Using Demerits and In-School Suspension

Location: Mt. View Middle School
Roswell, NM 88201

Contact: Hubert L. Huff
Assistant Principal
Rt. 1 Box 577L
Roswell, NM 88201
(505-622-3168)

Students Served - Grades 7-8
Staffing - 1 professional per site
Facility - Regular assigned space
Cost per year - Not available
Funding Source - Local district budget

DESCRIPTORS:

- Counseling Services
- In-School Suspension Center
- Time-Out Room

PROGRAM DESCRIPTION:

This alternative program began in one middle school in 1974 and has expanded to other middle schools in the district. The assistant principal supervises the program which is assigned space near the central office. The total student population served is 54 percent nonminority and 46 percent minority.

The program's goals include reducing home suspensions, allowing students to pursue educational opportunities, and rewarding students for acceptable behavior. The program is designed to improve students' willingness to accept responsibility for their actions and to increase student, parent, and faculty involvement in the discipline program.

Data used for evaluation of program goals include statistics on home suspension, teacher questionnaires, parent advisory committee input, and student input through the disciplinary review committee.

Principals and assistant principals assign students to in-school suspension based on a specified number of demerits or on a flagrant violation of school procedures. Demerits are assigned by teachers or administrators in response to misconduct and may be removed by contracting to perform certain tasks. Students may challenge demerits before a student disciplinary review committee whose decision is final. Counselors monitor demerits and notify parents at critical points.

Students assigned to in-school suspension are isolated from their peers and closely supervised by assistant principals. However, they may participate in after-school activities. Regular classroom teachers provide academic assignments and are available for special tutoring during open periods. Counselors meet with students as necessary. Students are awarded merit certificates; demerits are removed after 10 days of exemplary conduct. All students with fewer than five demerits per year receive exemplary conduct certificates as well as special privileges and news media recognition.

PROGRAM INFORMATION:

Name: Buffalo Alternative-Satellite Program (BASP)

Location: Buffalo City School District
Buffalo, NY 14202

Contact: Dr. Edward L. Lazzaro
Project Administrator
808 City Hall
Buffalo, NY 14202
(716-842-3626)

DESCRIPTORS:

- Alternative School
- Counseling Services
- Academic Services

Students Served - Grades 7-12
Staffing - 41 professionals; 4 paraprofessionals
Facility - Separate facilities
Cost per year - $1,260,000.00
Funding Source - Local district budget; state funds; Federal funds

PROGRAM DESCRIPTION:

This alternative program began in 1973 and has expanded and developed to serve 700 students per year in grades 7-12. The student population is 52 percent minority and 48 percent nonminority. A separate school and 10 satellite locations of 4 classrooms each provide the sites for centers. Each satellite is staffed with a school counselor, a mathematics-science teacher and an English-social studies teacher. A school psychologist, reading teacher, writing teacher, mathematics specialist, and two aides serve the satellites and the alternative school.

The primary goal of the program is to help students develop and maintain skills needed to function successfully in school and in society. Academic studies are combined with on-the-job work experience and occupational training. Student achievement assessments and work reports are used to evaluate the goals of the program.

Students may be referred by school personnel, parents, community agencies, law-related personnel, or themselves. Application to attend the program is made, and a screening committee decides whether program placement is appropriate. Characteristics of the student body include: individuals who have been identified as truants and potential dropouts; students identified as behavioral problems or potential behavioral problems; and/or any student believed able to benefit from an alternative setting. Exit from the program depends upon student reaction and progress as determined by the program staff. The average length of stay is one and one-half years.

An individual education plan involving social/personal/career counseling, academic courses, vocational training, and work experiences is established for each participant on a 10-week and yearly basis. Each high school student spends four 1/2 days at a satellite center for academic instruction and one 1/2-day at the alternative school receiving job-related instruction, elective subjects, reading assistance, and physical education. Students spend the remaining five 1/2-days in a paid work-study experience.

PROGRAM INFORMATION:

Name: In-School Suspension Center

Location: Rochester City School District
Rochester, NY 14608

Contact: Josh M. Lofton
Administrative Director, Open Enrollment
Rochester City School District
131 West Broad Street
Rochester, NY 14608
(716-325-4560)

Students Served - Junior and senior high school
Staffing - 11 professionals; 9 paraprofessionals
Facility - Regular assigned classroom
Cost per year - $250,000.00
Funding Source - Federal funds (CETA); local district budget

DESCRIPTORS:

- Counseling Services
- In-School Suspension Center
- PASS Adoption
- Time-Out Room

PROGRAM DESCRIPTION:

The In-School Suspension Center program began operation in 1978 and serves 13,000 junior and senior high school students in 11 schools. The total student population is 58 percent minority and 42 percent nonminority. Each school provides a regular assigned classroom staffed by a teacher and an education associate (paraprofessional).

The centers' goals are to reduce school suspensions, to assist students in developing alternative actions in coping with difficult school/life situations, and to help students strengthen societal survival skills. Goals are evaluated through studying and comparing the number and types of students suspended yearly, checking the number of instructional days students spend in the centers, and monitoring student achievement scores from year to year.

Students may be assigned to the centers by principals, assistant principals, and disciplinary deans for violations of school and district rules and regulations. Assignment may be full time or part time. The length of stay may be fixed at the time of entry or negotiated through a behavior contract and is dependent upon student reaction and progress in the program. Maximum length of stay is five full-time days, and the average length of assignment is three days.

Depending upon the amount of time spent in the center, students may participate in individual or group counseling, may be tutored in subject areas, or may complete academic assignments from regular classroom teachers. Restrictions on students vary. In general, students are separated from the total student body for lunch but may participate in extracurricular activities.

PROGRAM INFORMATION:

Name: In-School Suspension and Structured Helping Curriculum

Location: Norwich City Schools
Norwich, NY 13815

Contact: Thomas E. Long, Assistant Principal or Harold Funke, High School Attendance Officer
Norwich High School
Norwich, NY 13815
(607-334-3211 Ext. 232)

Students Served - Grades 9-12
Staffing - 1 paraprofessional
Facility - Regular assigned classroom
Cost per year - $10,000.00
Funding Source - Federal funds (CETA)

DESCRIPTORS:

- In-School Suspension Center
- Behavior Modification

PROGRAM DESCRIPTION:

This program began operation in 1978 and serves all students in grades 9-12 in the district. The student population is nonminority and numbers approximately 1000. A regular assigned classroom supervised by an instructional aid is the center for the program.

The program is designed to reduce the number of students suspended out-of-school, to maintain cognitive development of students on in-school suspension, and to achieve effective gains through modification of specific student behavioral problems. Statistical assessments of students served, students repeating, and records of academic assignments and accomplishments are used to evaluate program effectiveness. Statistics from the last two years report a 40 percent decrease in dropouts, a 40 percent decrease in course failures, and the elimination of class cutting as a major problem.

Students may be assigned to In-School Suspension by the principal or assistant principal for such infractions as truancy, fighting, insubordination, or skipping class. Length of assignment is fixed at the time of entry and averages one day. Assignment to the Structured Helping Curriculum is made through a committee composed of the student, one parent, the assigned counselor, an administrator, the referral source, and two of the student's classroom teachers. Successful completion of tasks designed to modify the behavioral problem constitute termination of the program. Average length of assignment to the behavioral component is 5-10 days and may be part time or full time.

Students begin a typical day by conferring with the In-School Suspension Supervisor. Afterwards, they receive academic assignments from all regular classroom teachers which are completed in the ISS room under the instructional aide's supervision. Movement about the school is limited. Privileges are suspended, but they may be reinstated as an incentive for appropriate behavior. Aides and classroom teachers coordinate the assignments of students in the Structured Helping Curriculum. Classroom teachers visit assigned students and monitor their progress. Behavioral component work is scheduled daily.

PROGRAM INFORMATION:

Name: Alternative Suspension Programs

Location: Northampton County Schools
Jackson, NC 27845

Contact: Ray V. Spain
Coordinator
Northampton County Schools
P.O. Box 158
Jackson, NC 27845
(919-534-3111)

DESCRIPTORS:

- Counseling Services
- In-School Suspension Center
- PASS Adoption
- Time-Out Room

Students Served - Senior high school
Staffing - 3 professionals
Facility - Regular assigned classroom
Cost per year - $40,000.00
Funding Source - State funds, Federal funds, local district budget

PROGRAM DESCRIPTION:

The Alternative Suspension Programs began in 1977 and serve 1,800 senior high school students in 3 schools. Each school provides a classroom and a teacher for the program. The student population served is 78 percent minority and 22 percent nonminority.

The goal of the program is to reduce out-of-school suspensions and minimize the frequency of unacceptable behavioral acts by students. Records are kept on the number of students suspended and the number of referrals to the programs. Two of the schools provide a Time-Out Room, and one school combines the Time-Out Room with an In-School Suspension Center.

Students may be assigned to the programs by principals, assistant principals, and teachers. Students may also request service themselves. Assignment may be made for any school rules violation except substance use, truancy, and vandalism. Students assigned to the Time-Out Room spend class periods in the program to work on a behavior contract. In-School Suspension assignment is full time for one to five days. The average length of assignment is two days.

The Time-Out Room program emphasizes counseling and the development of a behavior contract as an early intervention method for dealing with disciplinary problems. No restrictions are placed on student activities. Students on In-School Suspension are isolated from the general student body and prohibited from socializing with peers. ISS students complete regular class assignments and supplementary work assigned by the ISS teacher in addition to receiving counseling.

PROGRAM INFORMATION:

Name: Classroom for Development and Change (CDC)

Location: Winston-Salem/Forsyth County Schools
Winston-Salem, NC 27103

DESCRIPTORS:

- In-School Suspension Center
- Academic Services

Contact: Christine V. Mattern
Coordinator of Suspension Alternative Programs
P. O. Box 2513
Winston-Salem, NC 27103
(912-727-8039)

Students Served - Junior and senior high school
Staffing - 16 professionals; 16 paraprofessionals
Facility - Regular assigned classroom
Cost per year - $500,000.00
Funding Source - Federal funds (ESAA)

PROGRAM DESCRIPTION:

Classrooms for Development and Change began operation in 1977 and serve junior and senior high school students in 16 of 25 secondary schools in the district. Total secondary enrollment is 22,000 students of whom 65 percent are nonminority and 35 percent are minority. Each site provides a regular assigned classroom staffed by a teacher and a paraprofessional.

The CDC's goal is to provide a meaningful alternative to out-of-school suspension by striving to improve the academic performance, interpersonal relationships, and attitudes toward school of the students assigned to the program. Measures used to evaluate the effectiveness of the program include: comparison of out-of-school suspensions on a yearly basis, statistics compiled from the pre and post scores of students on the Disposition Inventory Scale, and comparisons of individual school suspension rates.

Students may be assigned to the CDC by principals and assistant principals for any violation of school and district rules and regulations that may result in suspension. Assignment is full time for the duration of the stay which is fixed at the time of entry. The term of assignment may range from 3 to 10 days, and the average length of assignment is 3 days.

While in the program, students complete assignments and work from their regularly scheduled classes. School counselors provide individual and group counseling as needed. Students are isolated from the general student body, closely supervised, and prohibited from participating in extracurricular activities.

Staff development has been provided in such areas as cultural awareness, counseling techniques, and reality therapy.

PROGRAM INFORMATION:

Name: ESAA Coordinated Alternative Learning "Project CAL"

Location: Harnett County Board of Eduation
Lillington, NC 27546

Contact: Dezretta E. Johnson, ESAA Director
Board of Education
P. O. Box 1027
Lillington, NC 27546
(919-893-8151)

Students Served - Grades 4-12
Staffing - 4 professionals
Facility - Regular assigned classroom
Cost per year - $21,000.00
Funding Source - Federal funds (ESAA, LEAA, CBA)

DESCRIPTORS:

- Counseling Services
- In-School Suspension Center

PROGRAM DESCRIPTION:

This ESAA program began operation in 1977 and serves 9,000 students in grades 4-12. The total student population is 65 percent nonminority and 35 percent minority. Five district high schools provide an in-school suspension center located in an isolated classroom and staffed by a certified teacher. ESAA counselors and police-school liaison officers provide supportive services.

Goals of the project are:

- to reduce ethnic and racial tensions,
- to promote better human relations among minority and nonminority students, and
- to reduce school dropouts and potential dropouts.

Measures used to collect information on program effectiveness include: referral records; student, teacher and parent questionnaires; achievement test data; and records of follow-up contacts and activities.

Students may be assigned to the in-school suspension component by principals and assistant principals for such infractions as truancy, fighting, insubordination, skipping class, substance use, and absence from school. Assignment is full time for the duration of the stay which is fixed at the time of entry. The term of assignment may vary from one to ten days.

While assigned to in-school suspension, students work on an individually prescribed academic program planned by the program staff; they participate in individual and group counseling provided by their teachers. Students are isolated from the general student body and prohibited from participating in extracurricular activities. Other supportive ESAA activities include human relations activities, home visits, and the coordination of school and community programs and resources to meet student needs.

PROGRAM INFORMATION:

Name: In-School Suspenion

Location: Bladen County
Elizabethtown, NC 28337

Contact: Sharon Priest
In-School Suspension Coordinator
Clarkton High School
P.O. Box 127
Clarkton, NC 28433
(919-647-6531)

Students Served - Grades 9-12
Staffing - 1 professional
Facility - Regular assigned room
Cost per year - Not available
Funding Source - State funds; local district budget

DESCRIPTORS:

- In-School Suspension Center
- Academic Services
- Behavior Modification

PROGRAM DESCRIPTION:

The In-School Suspension program began operating in 1978 and serves students in four high schools.

The primary goals of the program are to provide alternatives to out-of-school suspension, to allow students to continue regular classwork, to help students understand personal values, and to send students back to class with a better attitude toward class activities and others.

To determine if the program goals are being met, the number of out-of-school suspensions is compared to the previous year, and follow-up evaluations on participants are reviewed. Other statistics gathered include the frequency of repeated assignment and rate of absenteeism.

Students may be assigned to the program for any violation of school and district rules and regulations. The principal and assistant principal may assign students to the program. The average length of assignment to the program is three days during which the student participates full time. The term of assignment is fixed prior to student entry in the program.

During the day, students must complete all regular classroom assignments. They also must complete a personal values unit. During assignment to the program, students cannot eat during regular lunch hours, cannot take breaks with other students, and may not participate in extracurricular activities during regular school hours.

PROGRAM INFORMATION:

Name: Positive Alternative to Student Suspension
Time-Out Room

Location: Statesville City Schools
Statesville, NC 28677

Contact: Mrs. Nancy Harris
474 North Center Street
Statesville, NC 28677
(704-873-3491)

Students Served - Senior high school
Staffing - 1 professional
Facility - Regular assigned classroom
Cost per year - $15,000.00
Funding Source - Local district budget

DESCRIPTORS:

- In-School Suspension Center
- PASS Adoption
- Time-Out Room

PROGRAM DESCRIPTION:

This in-school alternative program began in 1978 and serves 800 students in the senior high school (69 percent nonminority and 31 percent minority). Initial funding for the program was provided by a state adaptor grant which provided training for school personnel and program staff in the goals and procedures of the PASS program in Pinellas County, Florida.

Program goals are to help the student improve or correct negative behavior in the classroom, to provide a place where disruptive students in the classroom may be assigned, and to lower the number of out-of-school suspensions. Monthly reports to the school administration and a year-end report to the Board of Education provide program information for evaluation. During the first year of program operation, the number of out-of-school suspensions was reduced from 186 to 109.

Students may be referred to the program by administrators, teachers, program staff, or themselves. The program was modified during the second year of operation to include an in-school suspension center for such infractions as insubordination, skipping class, profanity, excessive tardiness, and classroom disruption. The student may be assigned full time or part time depending on the reason and source of referral. Time-Out Room referrals are returned to the regular program at the discretion of the program staff, teacher, and student. In-school suspension assignments are fixed at the time of entry, and students remain full time for the duration of the stay. The average length of assignment to in-school suspension is one to three days.

In-school suspension students are isolated from their peers and required to complete assignments from regular classes. Time-Out Room students receive counseling services and commit themselves to a plan for behavioral change. Services to the faculty on disciplinary techniques and classroom management strategies are also provided.

PROGRAM INFORMATION:

Name: In-School Suspension
New Rockford, ND 58356

Location: Tony Storey, Principal
New Rockford Secondary School
430 First Avenue, North
New Rockford, ND 58356
(701-947-5036)

Students Served - Grades 7-12
Staffing - 1 professional
Facility - Regular assigned classroom
Cost per year - No cost
Funding Source - --

DESCRIPTORS:

- In-School Suspension Center
- Work-Centered Activities

PROGRAM DESCRIPTION:

In-School Suspension began operation in 1976 and serves 336 students in grades 7-12. The total student population is nonminority, and the program is supervised by the principal.

The goal of the program is to continue to provide an opportunity for learning and completion of academic work while maintaining close supervision of students with disciplinary problems. Statistics on discipline referrals and out-of-school suspensions reflect a definite reduction since the initiation of in-school suspension.

Students may be referred to the program by the principal, teachers, parents, or the juvenile justice system for such infractions as truancy, fighting, skipping class, academic deficiency, or excessive absence from school. Assignment to the program is full time for a term fixed upon entry. The average length of assignment is three days.

Students are assigned to the designated room to complete academic assignments. Work duties to benefit the school are assigned as part of each day. The principal is responsible for supervision.

PROGRAM INFORMATION:

Name: Time-Out Room

Location: Minot Public Schools
Minot, ND 58701

Contact: Sharon Ervin Johnson
Assistant Principal
Minot High School-Central Campus
215 First Street, S.E.
Minot, ND 58701
(701-852-3194)

DESCRIPTORS:

- In-School Suspension Center
- Time-Out Room
- Values Clarification

Students Served - Senior high school
Staffing - 1.4 professionals
Facility - Regular assigned classroom
Cost per year - $15,000.00
Funding Source - Local district budget; county juvenile justice funds

PROGRAM DESCRIPTION:

The Time-Out Room began operation in 1976 and serves senior high school students in one of two schools. The total high school population is 2,300 students; 96 percent are nonminority, and 4 percent are minority. The program is assigned a regular classroom and is staffed by two teachers, one-half day each, and a juvenile officer assigned by the juvenile court.

The program's goals are to provide an alternative to out-of-school suspension where a student can be supervised and receive credit for class assignments, to provide counseling and the opportunity to examine the relationship between behavior and consequences, to let students know that discipline is a part of caring, and to allow students to "cool off" so that disruptions do not infringe on others' rights.

Measures used to determine program effectiveness include: recidivism rates, student grades, student acceptance of disciplinary actions as logical consequences, parental acceptance, school board support, and statistical data on referrals and suspensions.

Students may be assigned to the Time-Out Room by the principal and assistant principal for violations of school and district rules, regulations, codes of conduct, and off-campus violations in the community. Assignment may be full time or part time and is fixed at the time of entry. The average assignment is two days.

While in the Time-Out Room, students complete class assignments and meet with a counselor or juvenile officer as needed and appropriate. Students are isolated from the general student body, closely supervised, and prohibited from participating in extracurricular activities.

PROGRAM INFORMATION:

Name: The Center

Location: Shaker Heights City School District
Shaker Heights, OH 44120

Contact: Suzanne S. Bassett, Director of The Center
15911 Aldersyde Drive
Shaker Heights, OH 44120
(216-921-1400 Ext. 410)

DESCRIPTIONS:

- In-School Suspension Center
- Time-Out Room
- Nondirective Counseling
- Values Clarification

Students Served - Senior high school
Staffing - 1 professional; part-time paraprofessional
Facility - Regular assigned classroom
Cost per year - $25,000.00
Funding Source - Federal funds (ESAA); local district budget

PROGRAM DESCRIPTION:

The center began in 1977 and serves a total of 1,600 senior high school students (62 percent nonminority and 38 percent minority). A regular assigned classroom staffed by a teacher and a part-time paraprofessional constitutes the center. Supportive service personnel and other teachers and tutors are available.

The center is designed to assist students in identifying the underlying causes of inappropriate behavior, to mobilize support services personnel and programs to enable students to deal with identified problems in a positive and productive manner, and to assist students experiencing academic/behavioral problems before the behavior reaches suspendable proportions. Evaluation measures include: the number of students involved in on-going programs or one-to-one relationships with support services personnel, the rate of recidivism, the number of students returning voluntarily for assistance in meeting academic and/or behavioral problems, and bi-weekly progress reports from teachers which are shared with students as a follow-up activity.

Students are referred to the center by the assistant principal for any suspendable offense and may request help themselves. Assignment for violations is full time for the duration of the stay which is fixed at the time of entry. Assignment by student request is usually part time. The average length of assignment is three to five days.

Each participating student receives assignments from regular classroom teachers and completes them with assistance from the center staff and faculty tutors. Rap groups and individual counseling sessions are scheduled, and students are introduced to support services personnel and programs. Instruction in a basic study method, SQ3R, is provided daily. Students are isolated from the general student body and are prohibited from participating in extracurricular activities.

Support services programs include Push for Excellence, which counsels students about academic, career, and psychological resources, and the Job Placement Center. A special program is also available for students with substance abuse problems. A key to the success of the center has been the strong support and commitment to the program by the administration, faculty and community.

PROGRAM INFORMATION:

Name: In-School Suspension

Location: Medina City Schools
Medina, OH 44256

Contact: Mr. Augie Rios
Principal
Medina Senior High School
777 E. Union Street
Medina, OH 44256
(216-725-8831)

DESCRIPTORS:

- In-School Suspension Center
- Academic Services

Students Served - Junior and senior high school
Staffing - 1 paraprofessional per site
Facility - Regular assigned classroom
Cost per year - $8,000.00
Funding Source - Local district budget

PROGRAM DESCRIPTION:

In-School Suspension began operation in 1976 and serves 2,200 students in grades 7-12. The total student population is 94 percent nonminority and 6 percent minority. Each site provides a regular assigned classroom supervised by a paraprofessional and supported by teachers and administrators on a rotating basis.

The goal of the program is to provide an alternative to at-home suspension and an opportunity to continue academic work. Program effectiveness is determined by the number of repeat offenders.

Students may be referred to the program by principals or assistant principals for any violation of school and district rules, regulations, and codes of conduct. Assignment is full time for the duration of the stay which is fixed at the time of entry. The average length of assignment is three days.

While on In-School Suspension, students complete academic class assignments. Students are isolated from the general student body and are not permitted to socialize with friends.

PROGRAM INFORMATION:

Name: Saturday Study

Location: Mariemont City Schools
Cincinnati, OH 45227

Contact: Tom Crosby
Assistant to the Principal
Mariemont High School
3812 Pocahontas
Cincinnati, OH 45227
(513-271-8310)

Students Served - Senior high school
Staffing - 1-2 professionals
Facility - Regular assigned space
Cost per year - $1,600.00
Funding Source - Local district budget

DESCRIPTORS:

- In-School Suspension Center
- Academic Services

PROGRAM DESCRIPTION:

Saturday Study began operation in 1975 and serves 600 nonminority students in the senior high school. The school provides necessary space, and the program is staffed by volunteer teachers who are reimbursed for the extra service.

The goal of the program is to provide an opportunity for students to replace instructional time lost because of school violations. No formal evaluation procedures are used to measure program effectiveness.

Students are assigned to the program by the principal or assistant principal for such infractions as truancy, fighting, insubordination, skipping class, academic deficiency, or failure to serve detentions. The length of assignment is fixed at the time of entry into the program and averages one day.

Students assigned to the program spend four hours at school on a Saturday morning studying under the tutelage of certified teachers. Failure to report to the program results in suspension and assignment to the program for two Saturdays to replace instructional time lost through suspension.

PROGRAM INFORMATION:

Name: Time Out

Location: Steubenville Public Schools
Steubenville, OH 43952

Contact: Norman Blanchard/Alan Hollowood
Assistant Principal
420 North 4th Street
Steubenville, OH 43952
(614-282-9741)

Students Served - Grades 7-12
Staffing - 1 professional; 1 paraprofessional
Facility - Regular assigned classroom
Cost per year - $16,000.00
Funding Source - Local district budget; Federal funds

DESCRIPTORS:

- In-School Suspension Center
- Academic Services
- Nondirective Counseling

PROGRAM DESCRIPTION:

The Time Out Program began in 1976 and serves approximately 1,100 students in grades 7-12. The program is located in the high school. The student population is 70 percent nonminority and 30 percent minority.

The primary goals of the program are to reduce out-of-school suspension for relatively minor violations and to provide an opportunity for the offender to develop a positive attitude through counseling and individual work.

To assure that goals are accomplished, suspension data prior to, during, and after the existence of the program are compared. The program's effect on individual students is evaluated by monitoring the number of students reassigned for similar offenses. Feedback on this program is gained from student, parent, and teacher conferences.

Students may be assigned to the program for any violation of school and district rules and regulations. The principal and assistant principal may assign students. The average length of full or part-time assignment is four days.

During a typical day, the student completes assignments provided by teachers. Counseling and guidance services are also provided during the day. The students are escorted to the restrooms and are not allowed to talk to one another. They must also bring their own lunch to school.

PROGRAM INFORMATION:

Name: In-House Suspension Program

Location: Oklahoma City Public Schools I-89
Oklahoma City, OK 73106

Contact: Mr. Vern Moore
Director of Middle Schools
Oklahoma City Public Schools I-89
900 N. Klein
Oklahoma City, OK 73106
(405-236-2611)

Students Served - Grades 6-12
Staffing - 1 professional per site
Facility - Regular assigned classroom
Cost per year - Not available
Funding Source - Local district budget

DESCRIPTORS:

- In-School Suspension Center
- Academic Services
- Behavior Modification
- Values Clarification

PROGRAM DESCRIPTION:

The In-House Suspension Program began in 1976 as a pilot effort in three schools. It has expanded to serve all 11 middle schools and 7 of 10 high schools in the district. Secondary student enrollment totals 23,000 (58 percent nonminority and 42 percent minority). Each site provides a regular assigned classroom staffed by a certified teacher.

The program is designed to permit students suspended from the regular learning program to remain in a structured academic environment while isolated from the mainstream of the student body. Students are provided with opportunities to complete assigned tasks, to improve attendance, and to modify behavior through rehabilitation experience and counseling. In addition, the program promotes a cooperative effort between the school and the parents.

General district guidelines ensure program consistency; however, schools are allowed flexibility within the guidelines to meet specific needs. A thorough and extensive yearly evaluation determines effectiveness. Measures used include a comparison of out-of-school suspension statistics, a statistical analysis of suspensions by race and sex to determine proportionality, documented reasons for referral, recidivism rates, attitudinal surveys of students and parents, Crandall's Intellectual Achievement Responsibility Scale, and attendance records.

Principals and assistant principals assign students to In-House Suspension for violations that might lead to suspension but do not threaten school security. Length of full-time assignment is fixed upon entry. The average is three to four days.

Assigned students complete academic work provided by their classroom teachers under the tutelage of program staff, and they participate in individual and group counseling. Parental contact is made during assignment, and activities are prescribed after the student returns to the regular program. Students are isolated from the general student body while in the program, and other restrictions may be imposed at individual schools. Comprehensive planning, piloting, and evaluation efforts seem to have contributed to the success of the program.

PROGRAM INFORMATION:

Name: In-House Suspension Center

Location: Sapulpa ISD #33
Sapulpa, OK 74066

Contact: Kermit Tilford
Project Director
1 South Mission
Sapulpa, OK 74066
(918-224-3400)

Students Served - Grades 7-12
Staffing - 1 counselor
Facility - Separate facility
Cost per year - $20,000.00
Funding Source - Federal funds (ESAA)

DESCRIPTORS:

- Counseling Services
- In-School Suspension Center
- Behavior Modification
- Values Clarification

PROGRAM DESCRIPTION:

The In-House Suspension Center serves 2,300 students in grades 7-12. The center began operation in 1977. It is located in one classroom which serves all schools in the district. The student population served is 84 percent nonminority and 16 percent minority.

The goals of the center are:

- to decrease the number of minority dropouts,
- to provide counseling and tutoring for students,
- to decrease the number of minority suspensions, and
- to alter the student perception of suspension.

The program goals are evaluated through questionnaire responses from students, parents, and teachers and through the variation in number of out-of-school suspensions and number of students served in the center. In 1976-77, 75 minority students and 259 nonminority students were suspended out-of-school. During the last three years, no students have been suspended out-of-school.

Students may be assigned to the center for such infractions as truancy, fighting, insubordination, or unexcused absence from class or school. The principal or assistant principal must assign the student to the center. The student must be assigned for a minumum of two days and may not be assigned more than three times during any school year. The student is assigned to the center full time for the duration of the stay. The average length of assignment is three to five days.

During a typical center day the student will (1) be tutored in class assignments and/or remedial skills as needed, (2) attend an individual student-counselor conference, and (3) attend a group counseling session. The student is restricted from socializing with friends, eating lunch during the regular lunch period, and participating in extracurricular activities.

PROGRAM INFORMATION:

Name: In-School Suspension

Loation: Bethany Public Schools
Bethany, OK 73008

Contact: Gerald F. Dickerson, Acting Superintendent
4311 N. Asbury
Bethany, OK 73008
(405-789-8301)

Students Served - Junior and senior high school
Staffing - No additional staff
Facility - No defined space
Cost per year - $2,000.00
Funding Source - Local district budget

DESCRIPTORS:

- In-School Suspension Center
- Behavior Modification

PROGRAM DESCRIPTION:

In-School Suspension began operation in 1979 and serves 400 students in a junior and a senior high school. The student enrollment is 96 percent non-minority and 4 percent minority. The program is supervised by the regular faculty during activity periods. No separate space is provided for the program.

The goals of the program are:

- to provide an alternative disciplinary action when counseling has not yet been effective,
- to minimize tardiness, truancy, and minor violations of school policy and rules, and
- to teach responsibility.

Measures used to evaluate the effectiveness of the program include a comparison of the number of violations covered by the program, the number of out-of-school suspensions, and student and parental response to the program.

Students are assigned to In-School Suspension by the principal for such infractions as truancy, insubordination, skipping class, absence from school, dress code violations, and tardiness. Assignment is full time for the duration of the stay which is fixed at the time of entry. The average length of assignment is five days.

Before students enter the program, a counseling interview is held. During assignment to the program, students attend all regularly scheduled classes but are restricted from participating in all school activities.

PROGRAM INFORMATION:

Name: In-School Suspension Program

Location: Edmond Public Schools
Edmond, OK 73034

Contact: Nancy W. Muir, Director of In-School Suspension Program
1000 E. 15th St.
Edmond, OK 73034
(405-348-5920)

Students Served - Grades 9-12
Staffing - 1 professional
Facility - Regular assigned classroom
Cost per year - $15,000.00
Funding Source - Local district budget

DESCRIPTORS:

- Counseling Services
- In-School Suspension Center
- Ombudsperson

PROGRAM DESCRIPTION:

This In-School Suspension Program began operation in 1976 and serves students in grades 9-12 in 1 of 2 district high schools. The total high school population is 2,500 (96 percent nonminority and 4 percent minority). The program has a regular assigned classroom staffed by a counselor.

The program is based on a counseling rehabilitative approach using such models as nondirective counseling, values clarification, behavior modification, and reality therapy. The program's goal is to reduce out-of-school suspensions by providing an effective alternative. The alternative is designed to provide individualized and group counseling for students with behavior problems while they continue their academic work within the school setting. In addition, the program assists the faculty in working with students with behavior problems. Evaluation measures include: an annual summary report of the total number of students served, percentages of students served who complete the school year, recidivism rates, number of students served who remain in school with no additional suspensions, and conference evaluations with teachers and administrators.

Principals may assign students to the program on a full or part-time basis for any violation of school and/or district rules and regulations or for counseling services. Conferences with the student's parents are held before entry into the program. A contract is maintained throughout the assignment, and an exit report is completed before re-entry. Average assignment is five days.

A typical day includes academic work from regular teachers and participation in individual counseling. Students are restricted from assemblies or co-curricular activities during the school day. However, they may participate in after school activities.

PROGRAM INFORMATION:

Name: Counseling Opportunities in a Personal Environment (COPE)

Location: North Allegheny Public Schools
Pittsburgh, PA 15237

Contact: Dr. Barbara Hasson
Assistant Superintendent
North Allegheny Public Schools
200 Hillvue Avenue
Pittsburgh, PA 15237
(412-366-2100)

DESCRIPTORS:

- Counseling Services
- In-School Suspension Center

Students Served - Grades 9-12
Staffing - 1 professional; 1 paraprofessional
Facility - Regular assigned space
Cost per year - $28,000.00
Funding Source - Local district budget

PROGRAM DESCRIPTION:

North Allegheny is a 48 square mile district serving approximately 7,500 students. COPE began in 1974 at a time when a number of counseling initiatives were undertaken. It was, in part, a reaction to out-of-school suspension and an unsatisfactory in-school suspension room. The program is staffed full time by a teacher and an aide. Parent volunteers are also utilized.

The goal of the program is the prevention of behavior problems in the school. The high school population of North Allegheny is divided into two buildings. One houses grades 9-10, and the other serves grades 11-12. The COPE Center is housed in the latter building. The two buildings are within walking distance of each other.

Referral to the program can come from a building administrator, either for a discipline problem or because he/she feels counseling is necessary. Teachers, parents, and community agencies can also refer students through the program coordinator or building administrator. Finally, self-referrals are permitted.

A student, when assigned to COPE in lieu of suspension, attends the center from one to three days. A three-day assignment is fairly typical. The program is structured around regular building periods, with one of six periods devoted to counseling. Some academic assistance is provided to students having difficulty completing class assignments.

PROGRAM INFORMATION:

DESCRIPTORS:

Name: Detwiler Alternative School

- Alternative School

Location: Central Bucks Schools
Doylestown, PA 18901

Contact: Dr. Harry J. Klein
Director, Pupil Personnel Services
Central Bucks School
315 W. State St.
Doylestown, PA 18901
(215-345-1400)

Students Served - Junior high school
Staffing - 3 professionals; 1 paraprofessional
Facility - Separate facility
Cost per year - $53,000.00
Funding Source - Local district budget

PROGRAM DESCRIPTION:

Detwiler Alternative School began operation in 1976 and serves a junior high school with a predominantly nonminority population of 3,000. The program is centered in a separate facility staffed by teachers, an aide, and part-time psychologists and social workers.

School goals are:

- to provide an opportunity for academic progress in a reality therapy setting,
- to provide a closely structured program with fewer but more empathetic interpersonal relationships, and
- to reduce disruptive behavior in the regular and alternative schools.

Measures used to evaluate the effectiveness of the goals are attendance records, student grades, a point system for behavior management, and the perceptions of the staff.

Referral to the program is the responsibility of the district's child-study team and occurs only when the resources of the home school have been exhausted and ineffective in dealing with the individual student. Reading and mathematics tests are administered before entrance into the school. Attendance at the school is full time until the program staff determines that a return to the regular school is appropriate. The maximum capacity of the program at any one time is 25 students.

Students receive one period of instruction daily in English, mathematics, science and social studies. Physical education, art, and other electives are also provided. No special restrictions are placed on students.

PROGRAM INFORMATION:

Name: Edison Satellite Project

Location: School District of Philadelphia
Philadelphia, PA 19103

Contact: Dr. Ernestine J. Carter
Director of ESAA Programs
School District of Philadelphia
Room 601, Board of Education
21st St., South of the Parkway
Philadelphia, PA 19103 (215-299-7672)

Students Served - Senior high school
Staffing - 15 professionals; 8 paraprofessionals
Facility - Separate facility
Cost per year - $600,000.00
Funding Source - Local district funds; Federal funds ESAA

DESCRIPTORS:

- Alternative School
- Counseling Services
- Academic Service
- Values Clarification
- Work-Centered Activities

PROGRAM DESCRIPTION:

The Edison Satellite Project is an alternative school for senior high school students that began in 1972. The project has a maximum capacity of 300 students drawn from a total high school population of 55,000. The student population served in the project is 67 percent minority and 33 percent non-minority and is reflective of the total student population.

Project goals are designed to:

- teach students the skills necessary to work in small task groups,
- to promote the development of close interpersonal relationships, and
- to acquaint students with a variety of career choices.

The district office of research and evaluation monitors and evaluates the project goals on a continuing basis. On-site observations and statistical comparisons of achievement test scores have been particularly useful.

Students may be assigned to the project for such reasons as truancy, academic deficiency, counseling, or chronic school absence. Principals, assistant principals, teachers, parents, and students may directly refer to the project. Placement in the alternative school, whether assigned or requested, is full time for at least one year. Students may request return to a regular school program at an earlier time.

The project provides a regular instructional program of assigned classes, intensive counseling services, and off-site work experience on a daily basis. Preparation for future careers and responsibility through work experience have been identified as the most valuable aspect of the Project.

PROGRAM INFORMATION:

Name: Middle School In-School Suspension

Location: Avon Grove
West Grove, PA 19390

Contact: June Oakley
Assistant Principal
Fred S. Engle Middle School
Schoolhouse Road
West Grove, PA 19390
(215-869-3022)

Students Served - Grades 5-8
Staffing - Teachers on a rotating basis; paraprofessional
Facility - Regular assigned classroom
Cost per year - No added cost
Funding Source - Local district budget

DESCRIPTORS:

- In-School Suspension Center
- Behavior Modification

PROGRAM DESCRIPTION:

The Middle School In-School Suspension program, initiated in 1977, serves 800 students (85 percent nonminority and 15 percent minority) in grades 5-8. A regular classroom is assigned to the program, and teachers are assigned on a rotating schedule based on supervisory period scheduling. An aide is available to support the staff.

The program's goals are to reduce misbehavior and out-of-school suspensions, to treat truancy effectively, and to provide an additional disciplinary alternative. These goals are evaluated through statistical reports on suspension, truancy, smoking, and class cutting. Input from the building staff, students, and parents is solicited, and vandalism costs are monitored. Students suspended out-of-school numbered 90 during 1976-77; 1979-1980 statistics show a reduction to 53.

The principal or assistant principal assigns students to the program for infractions such as truancy, fighting, insubordination, skipping class, smoking, theft or extortion, and failure to serve detention. Length of full-time assignment (one to two day average) and the need for other support services are determined during the intake conference.

Students in the program report directly to the in-school suspension room and work on regular classroom assignments with assistance from the teacher(s) on duty. A conference with a guidance counselor is scheduled. Students are restricted to the room; no socialization with peers or participation in after school activities are allowed.

The staffing pattern has generated strong faculty support and commitment, and general student behavior has improved beyond program expectations.

PROGRAM INFORMATION:

Name: Suspension Tutorial Assistance Program (STAP)

Location: Bermudian Springs
York Springs, PA 17372

Contact: Gerald J. Soltis
Assistant Principal
Bermudian Springs High School
York Springs, PA 17372

Students Served - Senior high school
Staffing - 1 professional; part-time regular teacher
Facility - Regular assigned classroom
Cost per year - $10,000.00
Funding Source - Local district budget

DESCRIPTORS:

- In-School Suspension Center
- Academic Services

PROGRAM DESCRIPTION:

The Suspension Tutorial Assistance Program (STAP) serves 500 students in the senior high school. The program began in 1977 and is located in a regularly assigned classroom in the high school. The student population served is 98 percent nonminority.

STAP goals are:

- to utilize the suspension period for academic improvement,
- to modify student behavior through personal guidance,
- to maintain the daily studies of students, and
- to provide constant supervision of students.

Program goals are evaluated through a comparison of monthly and yearly suspension statistics. Student and teacher evaluations of STAP are gathered, and the academic success of students served, the general level of student behavior in the school, and the amount of vandalism within the school are measured. Out-of-school suspensions have been reduced from 110 in 1977-78 to 6 during the 1979-80 school year.

Students are assigned to STAP by the principal or assistant principal for such infractions as truancy, fighting, insubordination, skipping class, vandalism, or academic deficiency. Assignment to STAP is full time and is fixed at the time of referral to the program (pending completion of all assigned work). The average length of assignment is three days.

During a typical day in STAP, the student will work on regular classroom assignments developed by the appropriate teachers and receive special assignments and academic services from the STAP instructor. Students are restricted from eating lunch during the regular lunch period, from participating in extracurricular activities, and from socializing with other students.

PROGRAM INFORMATION:

Name: Alternative Learning Program

Location: Greene County School System
Greenville, TN 37743

Contact: Mr. John Hankins
Assistant Superintendent
Greene County School System
Union and Charles Street
Greenville, TN 37743

DESCRIPTORS:

- In-School Suspension Center
- Ombudsperson
- Academic Services
- Behavior Modification

Students Served - Grades 7-10
Staffing - 2 professionals
Facility - Separate dedicated space
Cost per year - $33,000.00
Funding Source - Federal funds (Tennessee Law Enforcement Programming Agency); local district budget

PROGRAM DESCRIPTION:

The Alternative Learning Program began in 1978 and serves 7th-10th grade students in the county. The junior and senior high school population is approximately 5,700; 95 percent are nonminority, and 5 percent are minority. ALP has a centrally located classroom apart from the schools served.

ALP serves status offenders through an individualized approach to academic and social problems designed to ensure successful return to the home school as quickly as possible. Daily performance is monitored until positive behavior has been maintained over an acceptable time period.

Program evaluation data include records of expulsions and suspensions, the number of students successfully returned to schools, and the number of students referred for counseling services who do not enter the alternative program.

Placement in ALP depends on a juvenile court administrative hearing attended by the student, parents(s), and a school representative. This hearing does not constitute a juvenile record. Assignment is full time until the program staff determines that a successful return to the home school is likely. Average length of stay has been 10 weeks.

Students in ALP are placed on a strict behavioral management program with incentives for appropriate behavior. Classes use home school materials. Students work individually under constant supervision on daily assignments. Individual and group counseling are an integral part of the program.

Parents are contacted at least every two weeks, and home visits reinforce progress and include parents in behavior modification programs. Students are restricted to the campus. They are ineligible for any extracurricular activities while in the program. Some successful ALP students are reluctant to return to their home school.

PROGRAM INFORMATION:

Name: In-School Suspension

Location: Cheatham County Schools

Contact: Alvin C. Rose, Principal
Cheatham County Central High School
Route 6, Box 93
Ashland City, TN 37015
(615-792-5641)

Students Served - Senior high school
Staffing - 1 professional
Facility - Regular assigned space
Cost per year - $12,000.00
Funding Source - Federal funds

DESCRIPTORS:

- In-School Suspension Center

PROGRAM DESCRIPTION:

In-School Suspension began in 1977 and serves all senior high school students in the district. The total student population is 96 percent nonminority and 4 percent minority. Two rooms staffed by a teacher provide the center for the program.

The goal of the program is to provide an alternative to out-of-school suspension that keeps students in school working with a certified teacher. Measures used to evaluate program effectiveness include average daily attendance data and the number of repeaters in the program.

Students may be assigned to the program by the principal and assistant principal for such infractions as truancy, fighting, insubordination, skipping class, and excessive absence from school. Assignment is full time for the duration of the stay which is fixed at the time of entry. The average length of assignment is one to two days.

While in In-School Suspension, students work quietly on assignments provided by their regular classroom teachers. Students are totally isolated from the general student body for the entire school day.

PROGRAM INFORMATION:

Name: Alternative Education Program

Location: Alamo Heights Independent School District
San Antonio, TX 78209

Contact: James D. Tatsch
Coordinator
Alamo Heights High School
6900 Broadway
San Antonio, TX 78209
(512-826-2316)

Students Served - Senior high school
Staffing - 1 professional
Facility - Regular assigned classroom
Cost per year - $20,000.00
Funding Source - State funds; local district budget

DESCRIPTORS:

- In-School Suspension Center
- Academic Services
- Values Clarification

PROGRAM DESCRIPTION:

The Alternative Education Program began in 1977 and serves 1,300 senior high school students. An assigned classroom with all necessary facilities is centrally located near the principal's office, the guidance office, and the library. The student population served is 69 percent nonminority and 31 percent minority.

Program goals are:

- to resolve behavior problems,
- to keep students in school, and
- to keep students current in instruction while seeking solutions to behavior problems.

Goals are evaluated each semester and yearly through student progress measures of grade point average and daily attendance patterns. The number of students who are repeatedly assigned to the program is also monitored.

Students are assigned to the program initially by the principal or assistant principal for a minimum number of days after the student is interviewed. Violation of disciplinary rules, regulations, or conduct code may result in assignment. Students attend the program full time for the duration of the stay and return to regular school classes after the coordinator and an administrator concur. The average length of assignment is three days.

A typical day in the program includes assistance in completing academic assignments, a conference with the coordinator, and conferences with parents, teachers, counselors, and other support staff as needed. Students are isolated from their peers and restricted from socializing. Participating in extracurricular activities after 4:00 p.m. is permitted.

PROGRAM INFORMATION:

Name: Campus Alternative Training Program

Location: Edinburg Consolidated Independent School District
Edinburg, TX 78539

Contact: Jose Luis Salinas
C.A.T. Director
Rte. 4, Box 694-A
Edinburg, TX 78539
(512-381-0510)

Students Served - Junior and senior high school
Staffing - 1 paraprofessional; part-time professionals
Facility - Regular assigned classroom
Cost per year - $2,000.00
Funding Source - Local district budget

DESCRIPTORS:

- In-School Suspension Center
- Behavior Modification
- Values Clarification

PROGRAM DESCRIPTION:

The Campus Alternative Training Program began operation in 1979 and serves students in two junior high schools and one senior high school. The total student population is 4,800; 84 percent are minorities, and 16 percent are nonminority. C.A.T. is located in one regular assigned classroom for the district.

C.A.T. is designed to provide individual instruction and counseling activities based on principles of reality therapy and behavior modification. A reduction of repeat assignments to C.A.T. and improvement in academic achievement are measures identified for program evaluation.

Students may be assigned to the program by principals, assistant principals, the program director, and parents for violations of school and district rules, regulations, and codes of conduct. Assignment is full time for the duration of the stay which is determined by the program director based on student progress in C.A.T. The average length of assignment is three days.

Students work on class assignments each day for approximately five periods with tutorial assistance as needed. Two periods of each day are devoted to group counseling sessions. Participation in cocurricular activities and work-study programs and socialization with peers are prohibited.

PROGRAM INFORMATION:

Name: Center for Human Relations Development

Location: West Orange-Cove Consolidated
Independent School District
Orange, TX 77630

Contact: Delbert Hopkins, Director, Center for Human
Relations Development
West Orange-Cove CISD
P. O. Box 1107
Orange, TX 77630
(713-883-6317)

Students Served - K-12
Staffing - 8 professionals; 6 paraprofessionals
Facility - Regular assigned space
Cost per year - $250,000.00
Funding Source - Federal funds (ESAA)

DESCRIPTORS:

- Counseling Services
- Values Clarification

PROGRAM DESCRIPTION:

The Center for Human Relations Development began in 1979 and serves students in grades K-12 in 10 of the 14 schools in the district. Student enrollment totals 5,500; 64 percent are nonminority, and 36 percent are minority students. Each site provides an assigned space for a counselor and community liaison worker.

Goals of the center are:

- to reduce the rate of corporal punishment, suspension and expulsion of minority students,
- to increase positive communications and involvement between parents and school staff, and
- to conduct training which will help school staff understand and relate to students of different cultures through improved classroom management and delivery skills.

Measures used to gather information on program effectiveness include comparative statistics for corporal punishment, suspension and expulsions (gathered quarterly), teacher and parent questionnaires, and the number of parental contacts.

Students may be referred for service by principals, assistant principals, teachers, parents, and students themselves. Students may be referred for any disciplinary infraction or academic deficiency. Length of service is part time and dependent upon student reaction and progress as determined by program staff.

Activities of the program include individual and small group counseling, home visits, home-school programs, and teacher-parent conferences. Counseling services are based on a reality therapy model. Parent, teacher, and youth effectiveness training workshops are provided.

PROGRAM INFORMATION:

Name: Cooper High School On Campus Suspension

Location: Abilene Independent School District
Abilene, TX 79603

Contact: Roger Bauernfeind
Principal
Cooper High School
3639 Sayles Blvd.
Abilene, TX 79605
(915-692-8080)

Students Served - Senior high school
Staffing - 1 professional
Facility - Regular assigned classroom
Cost per year - $11,000.00
Funding Source - Local district budget; state funds

DESCRIPTORS:

- In-School Suspension Center

PROGRAM DESCRIPTION:

The On Campus Suspension program began in 1975 and serves 4,000 senior high students in 2 schools. The total student population is 91 percent nonminority and 9 percent minority. On Campus Suspension is supervised by a counselor in a regular classroom.

The goal of the program is to reduce out-of-school suspension, and the program has received positive feedback from teachers and parents.

Students may be assigned to the program by the principal or assistant principal for such infractions as truancy, fighting, insubordination, skipping class, or substance use. The term of assignment is fixed upon entry to the program, and the student attends full time for the duration of the stay. The average length of assignment is three days.

Students are closely supervised by a counselor while completing assigned academic work. Each day is tightly structured with no opportunities for interaction with the regular student body.

PROGRAM INFORMATION:

Name: Pasadena School Community Guidance Center

Location: Pasadena Independent School District
Pasadena, TX 77502

Contact: Caroline Jacobs
Coordinator
3212 Lafferty
Pasadena, TX 77504
(713-944-0676)

Students Served - Grades 6-12
Staffing - 5 professionals; 6 paraprofessionals
Facility - Separate facility
Cost per year - $141,000.00
Funding Source - Local district budget; state funds

DESCRIPTORS:

- Alternative School
- Counseling Services
- In-School Suspension Center
- Academic Services
- Values Clarification

PROGRAM DESCRIPTION:

The School Community Guidance Center began in 1973 and serves 18,000 students (74 percent nonminority and 26 percent minority) in grades 6-12. The center is a centrally located, separate facility, available to 13 junior and senior high schools. The center has four regular sized classrooms staffed by three teachers, a counselor, a coordinator, a part-time psychologist, and six paraprofessionals.

The center's purpose is to help correct any problems that interfere with students' progress in school and to bring greater harmony between students and the school, the home, and the community through prevention of daytime juvenile crime and the reduction of student dropouts.

Goals are evaluated through the percentage of returns, juvenile crime statistics, and district drop-out rate. Monthly reports indicate the number of parent conferences, court cases, attendance referrals, police apprehensions, and reasons for student assignment to the center. Trimester reports contain the percentage of repeat offenders, reasons for referral, and statistical comparisons with previous data.

Principals, assistant principals, juvenile justice officials, and the center coordinator and counselor may refer students to the center for any violation of school and district policies, procedures, and codes of conduct. Parents and students may also request placement. Assignments are full time, ranging from 6 to 60 days depending on the violation. Assignments may be reduced by half through an incentive program. The average stay is 5 days. The center's capacity is 90 students.

A typical center day includes work on assignments provided by the home school, participation in structured classroom activities, and individualized tutoring. Counselors help students devise plans for coping with the situation, are available to parents and guardians, and function as resource persons for other services and follow-up activities. Assigned students have no contact with their home school, are prohibited from participating in extracurricular activities, and provide their own transportation to and from the center. In addition to the regular school-day program, an 8:00 a.m. to 1:00 p.m. Saturday guidance program was established in 1977 for truant students. Unexcused absences are offset by student attendance on Saturday.

PROGRAM INFORMATION:

Name: Project ORDER

Location: North Forest Independent School District
Houston, TX 77028

Contact: Robert B. Jones
ESAA Director
North Forest I.S.D.
P.O. Box 23278
Houston, TX 77028
(713-633-1600)

Students Served - Middle school
Staffing - 1 professional; 1 paraprofessional
Facility - Regular assigned classroom
Cost per year - $16,000.00
Funding Source - Federal funds (ESAA)

DESCRIPTORS:

- Counseling Services
- In-School Suspension Center
- Academic Services

PROGRAM DESCRIPTION:

Project ORDER began in 1974 and serves students in one middle school in the district. The total student population is 91 percent minority and 9 percent nonminority. The school provides a classroom staffed by a teacher and supported by a paraprofessional, counselors, and faculty team leaders.

The project's goals are to develop an atmosphere of positive, constructive, orderly, and acceptable student behavior, and to improve affective and cognitive education, school and community relations, attendance, and student perceptions.

Evaluation measures include: a student and parental survey of those assigned to the program to determine attitudes toward school and learning; comparisons of student attendance data and disciplinary reports on a yearly basis, and a survey to measure teacher perceptions of student attitudes and behavior. Results of these measures show an improvement in attendance, a reduction in disciplinary actions, elimination of vandalism, and an improvement in attitude toward the school on the part of parents, students and teachers.

Students may be referred to the program by principals or teachers for such infractions as truancy, fighting, insubordination, and habitual class cutting, or students may request service. Placement begins with a hearing of charges by the Admissions and Dismissal Committee composed of students, teachers, and administrative personnel. Before leaving the center, a student must develop an acceptable plan of conduct approved by the center teacher and the Admissions and Dismissal Committee.

Assigned students devote 80 percent of each school day to academic course work provided by classroom teachers. The rest of the day is designed to improve behavior through decision-making and values clarification activities. Classroom teachers, team leaders, and counselors confer with students daily. Students are isolated from the general student body and prohibited from participating in clubs and extracurricular activities. A strong parental involvement program and a cluster arrangement dividing students into smaller groups for teaching and learning have been identified as key elements in the success of the program.

PROGRAM INFORMATION:

Name: Student Referral Center (SRC)

Location: Houston Independent School District
Houston, TX 77027

Contact: Ms. Letitia Plummer
Director
Guidance Department
Houston Independent School District
3830 Richmond
Houston, TX 77027
(713-623-5011)

Students Served - Grades 7 - 12
Staffing - 2-3 professionals per building
Facility - Separate classroom
Cost per year - $800,000.00
Funding Source - Local district budget; county funds

DESCRIPTORS:

- Counseling Services
- In-School Suspension Center
- Academic Services

PROGRAM DESCRIPTION:

The SRC concept dates from 1970. Currently, 27 SRCs operate, serving all 52 junior and senior high schools. Seven of the SRCs — the initial pilot programs — are staffed with three individuals: a counselor coordinator, a teacher, and a youth services worker. The latter position has been assigned and supported until recently by the Harris County Juvenile Probation Department and provides a direct link between the school and youth-serving community agencies. The 20 programs established in 1978-79 do not have a youth services worker. During the 1978-79 school year 9,460 students attended SRCs.

The goal of the SRC is to provide a positive academic and counseling alternative to out-of-school suspension. The initial programs were also a reaction to a high daytime juvenile crime rate that was linked to students suspended out-of-school.

Student assignment to the SRC is by an assistant principal or principal. Placement is sometimes, but not always, in lieu of out-of-school suspension. Voluntary assignment can also be requested by a student. Common reasons for referral include tardiness, truancy, fighting, failure to observe rules, disrespect, and smoking.

A newly assigned student is briefed on program rules upon entry. Assignments can range from three days to one academic quarter. The day is divided into counseling and academic components. During the academic component, students do regular classroom assignments. Students are released from the center when they have demonstrated sufficient behavioral change. The recidivism rate is approximately 10 percent.

No final evaluations of the SRC program have been made since its inception. However, a district needs assessment established the perceived value of the program to respondents and supported the district's decision to allocate $680,000 for expansion to 27 programs during the 1978-79 school year.

PROGRAM INFORMATION:

Name: In-School Suspension

Location: Arlington Public Schools
Arlington, VA 22207

Contact: Harold M. Wilson, Associate Superintendent
1426 N. Luring Street
Arlington, VA 22207
(703-558-2838)

Students Served - Grades 7-12
Staffing - 3 professionals, 6 paraprofessionals
Facility - Regular assigned classroom
Cost per year - $60,000.00 - $70,000.00
Funding Source - Federal funds (CETA); local district budget

DESCRIPTORS:

- In-School Suspension Center
- Academic Services

PROGRAM DESCRIPTION:

This program started operation over 10 years ago and serves approximately 7,300 students in grades 7-12. The program is located in all four junior high schools and all three high schools. The student population is composed of 68 percent nonminority and 32 percent minority students.

The main goals of the program are to avoid the use of out-of-school suspension and its attendant disadvantages, to provide a useful way for students to continue academic work while out of class, and to help students assume more responsibility for future behavior.

To be sure program goals are being met, an informal assessment is conducted by the staff of the local school unit. Out-of-school suspensions dropped considerably for the 1976-1977 school year and have continued to drop during the last school year.

Students may be assigned to the program for any violation of school and district rules and regulations. The principal and assistant principal may assign a student to the program. The average length of assignment is three to eight days, full or part time, and the term of assignment is fixed at the time the student enters the program.

During the school day, the student reports to the center and studies at indicated times. The supervisor of the center meets with each student individually on a daily basis to discuss student concerns.

PROGRAM INFORMATION:

Name: In-School Suspension

Location: Danville Public Schools
Danville, VA 24541

Contact: Curtis A. Richardson
Administrative Assistant to the Superintendent
313 Municipal Building
Danville, VA 24541
(804-799-6400)

Students Served - Junior and senior high school
Staffing - 3 professionals; 3 paraprofessionals
Facility - Regular assigned classroom
Cost per year - $50,000.00
Funding Source - Federal funds (ESAA)

DESCRIPTORS:

- In-School Suspension Center

PROGRAM DESCRIPTION:

In-School Suspension began operation in 1976 and serves junior and senior high school students in three schools. The total student population is 69 percent nonminority and 31 percent minority. Each school provides a regular classroom staffed by a teacher and a paraprofessional.

The goal of the program is to reduce out-of-school suspensions. Progress toward the goal is monitored through monthly reports from principals' offices.

Students may be assigned to the program by principals or teachers for such infractions as truancy, fighting, insubordination, skipping class, or dress code violations. Assignment is full time for the duration of the stay which is fixed at the time of entry. The average length of assignment is five days.

During assignment to In-Schoool Suspension, students complete all academic work provided by regular classroom teachers. Students are isolated, prohibited from socializing with friends, and denied participation in extracurricular activities. Parental involvement is required for entrance to and exit from the program.

PROGRAM INFORMATION:

Name: In-School Suspension

Location: Halifax County Schools
Halifax, VA 24558

Contact: Rose R. Hawkins, Director of Federal Projects
Halifax County School Board
Box 805
Halifax, VA 24558
(804-476-2171)

Students Served - Grades 8-12
Staffing - 2 professionals
Facility - Regular assigned classroom
Cost per year - $35,624.00
Funding Source - Federal funds (ESAA)

DESCRIPTORS:

- Counseling Services
- In-School Suspension Center
- Academic Services

PROGRAM DESCRIPTION:

The In-School Suspension program began in 1977 and serves approximately 2,700 students in grades 8-12. The program operates in one junior and one senior high school. The student population is composed of 48 percent nonminority and 52 percent minority students.

The goals of the in-school alternative program are to reduce off-campus suspensions, improve student attitudes towards school, and reduce the number of discipline referrals.

To determine if the program goals are being met, the school compares the statistics on suspensions over a three year period and also conducts a pre and post attitude survey of the admitted students. During the years 1976 to 1979, the out-of-school suspensions in the senior high school have dropped for minority students but have risen slightly for nonminority students.

Students may be assigned to the program for any violation of school and district rules and regulations. The principal, assistant principal, and the school board may assign students to the program. The average length of assignment is five days and is fixed at the time the student is assigned. Additional days may be added if the ISS contract is not completed.

During the day, each student is given classroom assignments for each of his/her classes. Time is also allotted for group and/or individual counseling. Free reading time is also available. Students are restricted from interaction with other students except during group counseling sessions.

PROGRAM INFORMATION:

Name: In-School Suspension

Location: Richmond City Public Schools
Richmond, VA 23219

Contact: Alexander L. Mosby, Assistant Principal
Thompson Middle School
7825 Forest Hill Avenue
Richmond, VA 23225
(804-272-7554)

Students Served - Middle and senior high school
Staffing - 15 professionals
Facility - Regular assigned classroom
Cost per year - Not available
Funding Source - Local district budget

DESCRIPTORS:

- In-School Suspension Center
- Academic Services

PROGRAM DESCRIPTION:

The In-School Suspension program began in 1978 and serves all 15 middle and senior high schools in the city. The total student population in these schools is 17,000 (83 percent minority and 17 percent nonminority). Each school provides a regular assigned classroom supervised by a teacher/coordinator.

The program's goals are to implement an alternative learning experience, to reduce out-of-school suspensions, to offer a supervised alternative to suspension, and to offer guidance and counseling for the prevention of future offenses.

Goals are evaluated through surveys of program coordinators, principals, teachers, and students. Numbers of students repeating in-school suspension, the total number of suspensions, and the relationship between out-of-school and in-school suspensions also indicate program effectiveness.

Students may be assigned to the program by principals and assistant principals for such infractions as truancy, fighting, insubordination, and skipping class which are covered in a student code of conduct. Assignment to the program is full time for the duration of the stay which is fixed at the time of entry. The average length of assignment is three days.

During assignment, students complete academic work provided by the regular staff. A self-evaluation or inventory is taken by the coordinator to assist counseling efforts. Group guidance activities are also scheduled. Students are isolated from the rest of the student body and are ineligible to participate in any school activities.

Continuing inservice involvement of In-School Suspension coordinators has benefited the program through mutual problem solving.

PROGRAM INFORMATION:

Name: In-School Suspension

Location: Virginia Beach Public Schools
Virginia Beach, VA 23456

Contact: Dr. Andrew Carrington
Virginia Beach Public Schools
P.O. Box 6038
Virginia Beach, VA 23456
(804-427-4778)

Students Served - Grades 7-12
Staffing - 1 professional per site
Facility - Regular assigned classroom
Cost per year - Not available
Funding Source - Local district budget

DESCRIPTORS:

- In-School Suspension Center
- Values Clarification

PROGRAM DESCRIPTION:

The In-School Suspension program began in 1975 as a pilot effort and has expanded to all 15 secondary schools in the district. Total school enrollment is 55,000 students; 90 percent nonminority and 10 percent minority. Each site provides a regular assigned classroom staffed by a teacher.

The program is designed to reduce the number of out-of-school suspensions and disciplinary referrals. Another program goal is to determine what behaviors most generally lead to disciplinary action and to determine causes of student misbehavior. The program also intends to influence in-school programs to help the misbehaving student develop a more positve attitude toward himself, school attendance, and learning.

Measures used to collect information on program effectiveness include the number of suspensions, total days of suspension, average daily attendance, number of referrals, reasons for suspension, and recidivism rates.

Students may be assigned to the program by principals and assistant principals for any violation of school and district rules, regulations, and codes of conduct. Assignment is full time for the duration of the stay which is fixed at the time of entry. Most assignments are for one to three days.

While assigned to the program, students work on learning packets developed for the program that contain exercises in self-discovery, interests, mathematics, English, consumer education, values clarification, employment, and social activities. Coordinators assign the packets based on the disciplinary incident causing in-school suspension and the needs and ability of the student. Each student is counseled individually by the coordinator on a daily basis. Students are isolated from the general student body and closely supervised while in the program. Extensive research, planning, piloting, and evaluating procedures are seen as key elements to the success and expansion of this program.

PROGRAM INFORMATION:

Name: In-House Suspension

Location: Chehalis School District
342 S.W. 16th St.
Chehalis, WA 98532

Contact: Larry R. Smith
Vice Principal
W.F. West High School
342 S.W. 16th St.
Chehalis, WA 98532
(206-748-7411)

Students Served - Senior high school
Staffing - 1 professional
Facility - Regular assigned classroom
Cost per year - $8,000.00
Funding Source - Local district budget

DESCRIPTORS:

- Counseling Services
- In-School Suspension Center
- Ombudsperson
- Academic Services

PROGRAM DESCRIPTION:

The In-House Suspension program began in 1979 and serves a nonminority population of 800 senior high school students. The program is located in a regular assigned classroom.

The goals of the program are:

- to offer the students a viable solution to suspension which enhances education,
- to help students change the behavior which causes the school to take disciplinary action,
- to involve the parents with the In-House process, and
- to meet with the staff on a regular basis to follow students with behavior problems.

Students may be assigned to the program by the principal, assistant principal, and program director for violations of the school and district rules, regulations, and codes of conduct. Assignment is full time for the duration of the stay which is fixed at the time of entry. The average length of assignment is three days.

Each day of the program is tightly structured and based on strict supervision and minimal communication with other students. The supervising teacher collects and organizes student assignments from the school faculty and assigns appropriate material related to the disciplinary offense. Counseling referrals to a school counselor and community agencies are coordinated by the supervising teachers, and communication with parents and teachers before, during, and after in-house suspension is also arranged. Parents are asked to review the work done by students in the program.

PROGRAM INFORMATION:

Name: In-School Pre-Suspension Program

Location: Renton School District #403
Renton, WA 98055

DESCRIPTORS:

- In-School Suspension Center
- Academic Services
- Nondirective Counseling
- Values Clarification

Contact: Sherrelle J. Jiggitts, Assistant Principal
Nelson Middle School
2403 Jones Avenue, South
Renton, WA 98055
(206-235-2276)

Students Served - Grades 6-8
Staffing - Part-time paraprofessional
Facility - Regular assigned classroom
Cost per year - $4,000.00
Funding Source - Local district budget

PROGRAM DESCRIPTION:

The In-School Pre-Suspension Program began in 1979 at one of three middle schools in the district. A separate space is reserved for the program, but the maximum capacity at any one time is limited to four students. The student population of the district is 66 percent nonminority and 34 percent minority.

The program goal is to provide an alternative to suspension which implements positive approaches for preventing and resolving student discipline problems.

Objectives are designed to teach the student to distinguish between acceptable and unacceptable behavior and to exhibit acceptable behavior in the classroom. In addition to achieving this objective, students will maintain continuity in regular classwork, and out-of-school supensions will be reduced.

Objectives are evaluated through a student test on school district rules, completion of behavioral units, disciplinary referral rates, pre and post evaluation scales of student progress completed by teachers, and a comparison of suspension statistics from year to year.

The principal, assistant principal, or school counselors may assign students to the program for five full days for such infractions as truancy, fighting, insubordination, skipping class, and vandalism. The assistant principal discusses the assignment with the student and parent(s) prior to entry.

During the assignment, students complete academic work provided by the regular teachers and behavioral packets assigned by the counselor. They meet with a counselor at least three times to develop activities to improve attitudes and behavior. Students are isolated and closely supervised. Extracurricular activities and assemblies are prohibited. The program does not operate on a regular school schedule; therefore, parents provide transportation. Exit conferences with the student, parent(s), teacher, and counselor on the last day of assignment establish goals and a follow-up plan for achieving them.

PROGRAM INFORMATION:

Name: Pan Terra Alternative School

Location: Vancouver School District #37
Vancouver, WA 98661

Contact: Edgar O. Mitchell
Principal
302 N. Portland Blvd.
Portland, OR 97217
(503-285-0896)

DESCRIPTORS:

- Alternative School
- Academic Services
- Work-Centered Activities

Students Served	- Grades 7-10
Staffing	- 6.5 professionals, 4 paraprofessionals, 10 parents
Facility	- Separate school
Cost per year	- $135,000.00
Funding Source	- Local district budget; Federal funds (Title I and LEAA); private contributions

PROGRAM DESCRIPTION:

Pan Terra Alternative School began in 1974 and serves all students in the district. The total junior and senior high school student population is 7,800; 94 percent are nonminority, and 6 percent are minority students. A new facility was completed for the school in 1978.

The goal of Pan Terra is to help each student have a positive school experience and to attain an age-appropriate grade level before returning to the mainstream school. Evaluation of the program includes pre and post achievement test measures and individual learner profiles.

Students may be referred to Pan Terra by all school personnel, parents, the juvenile justice system, family courts, community agencies, and students themselves. Students are required to submit an application and be interviewed by the Pan Terra staff. Acceptance is at the discretion of the staff. The program's capacity is 90 students. An average of 75 are served at any one time. Students attend the program full time until the program staff determines that a return to regular school is appropriate. The average length of assignment is one school year.

Pan Terra offers a seven period day with choices for students. Students are required to take six courses, four in the basic skills and two electives which include part-time work experience. An open-campus policy is in effect, and the student body design their own constitution and by-laws. Students feel they have a vested interest in the program, and parents volunteer as tutors, office assistants, and advisory board members.

The program enjoys full district support on staffing and student selection. Public relations is an important part of the program and has increased school personnel's and the community's understanding and support of the program's goals.

PROGRAM INFORMATION:

Name: Work Detail

Location: Tumwater School District
Tumwater, WA 98501

Contact: Rod Schott
Vice Principal
Tumwater High School
700 Israel Rd.
Tumwater, WA 98501
(206-943-0680)

Students Served - Grades 9-12
Staffing - 1 professional; part-time paraprofessional
Facility - Regular assigned classroom
Cost per year - Not available
Funding Source - Local district budget

DESCRIPTORS:

- Work-Centered Activities

PROGRAM DESCRIPTION:

The Work Detail program began in 1977 and serves 1,300 students in grades 9-12. The total student population is 98 percent nonminority and 2 percent minority. Program staffing is provided by teachers on a rotating basis. A regular assigned classroom is used by the program.

Program goals are:

- to modify student behavior,
- to keep students in school, and
- to offer students an opportunity to replace time lost because of truancy.

Evaluation of the program includes statistics on students who are assigned to the program more than once, and a profile of student behavior after initial assignment to the program.

Students may be assigned to Work Detail by teachers and administrators for such infractions as truancy, fighting, and insubordination or for special counseling. The program operates during after-school hours for one hour each day. Students miss no instructional time, and the term of assignment is five hours.

Students report to the program caretaker each day of assignment and receive work tasks in various school clean-up programs.

PROGRAM INFORMATION:

Name: PROJECT AIMS (Assistance to Increase Minority Student Success)

Location: Madison Metropolitan School District
Madison, WI 53703

Contact: Dr. John Odom
Director, Department of Human Relations
545 W. Dayton Street
Madison, WI 53703
(608-266-6204)

Students Served - Grades K-12
Staffing - 2 professionals; 1 paraprofessional
Facility - Separate space
Cost per year - $60,000.00
Funding Source - Federal funds (ESAA, Title IV-C); local district budget

DESCRIPTORS:

- Counseling Services
- Academic Services

PROGRAM DESCRIPTION:

Project AIMS began operation in 1977 and serves the minority student population of the district. The student population is approximately 24,000, 90 percent are nonminority and 10 percent are minority. The project provides services through a Human Relations Service Station located in a school no longer used for classes by the district.

The purpose of the project is to enhance schools' ability to identify educational problems among minority students and to assist in delivering appropriate services to them. Quantitative analyses of school records, pre and post impact questionnaires from students, teachers, and parents, and case studies are used to evaluate project goals and effectiveness.

Students may be referred by anyone who feels the Project could be of assistance to the student. Reasons for referral can include academic deficiency, attendance, discipline, health problems, underdeveloped talents, poor career plans, and/or poor self-concept. Truancy and academic deficiency are the most common referral incidents. Length of service by the project is determined by student reaction and progress as reviewed by the project staff.

Project AIMS has three components: a referral system for minority students, an enrichment program, and parent groups. The enrichment program includes after-school classes. Approximately twelve classes are offered each semester in academics, fine arts, foreign languages, and English as a Second Language (ESL).

AIMS also provides a variety of other enrichment activities including a Reading Is Fundamental book fair, AIMY's almanac--a calendar of daily activities for parents to use with young children--tickets to local cultural activities, and field trips.

PROGRAM INFORMATION:

Name: Smokers' Clinic

Location: Beloit Public Schools
Beloit, WI 53511

Contact: D. J. Sudkamp, Principal
Memorial High School
1225 Fourth Street
Beloit, WI 53511
(608-365-0141)

Students Served - Grades 10-12
Staffing - 1 professional
Facility - Regular assigned classroom
Cost per year - No added cost
Funding Source - Local district budget; private donations

DESCRIPTORS:

- Counseling Services
- In-School Suspension Center

PROGRAM DESCRIPTION:

The Smokers' Clinic began operation in 1977 and serves students in grades 10-12 in 1 of the 2 high schools in the district. The total high school population is 2,400 students (84 percent nonminority and 16 percent minority). A regular classroom staffed by a psychologist with supportive service from a physician is provided for the clinic.

The goal of the clinic is to discourage student smoking and reduce out-of-school suspensions caused by smoking violations. Measures used to evaluate program effectiveness include incidences of smoking violations and the recidivism rate for the clinic. Statistics show a drastic reduction in out-of-school suspensions and a very small number of repeaters to the clinic.

Students may be referred to the clinic by the principal, assistant principal, parents, or students themselves for smoking violations or a smoking habit. Assignment to the clinic is usually 1-hour after school for three days.

During the daily clinic session, students see slide tape presentations and participate in discussions led by a psychologist. Physicians donate time to the program, and audio-visual materials are also provided through donation.

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